DOCUMENT RESUME

ED 115 764 CE 005 585

AUTHOR Curtis, C. M.; And Others
TITLE Educational and Occupational Experiences of Louisiana High School Graduates.
INSTITUTION Louisiana State Univ., Baton Rouge. Dept. of Vocational Agricultural Education.
SPONS AGENCY Louisiana Research Coordinating Unit, Baton Rouge.
PUB DATE Jun 74
NOTE 144p.

EDRS PRICE MF-$0.76 HC-$6.97 Plus Postage
DESCRIPTORS Bibliographies; Educational Experience; Educational Needs; Educational Objectives; Employment Experience; Followup Studies; *Graduate Surveys; Questionnaires; *Relevance (Education); *Secondary Education; Student Attitudes; *Student Needs; Tables (Data)
IDENTIFIERS Louisiana

ABSTRACT

To determine the extent to which the secondary education system meets student needs a study of high school graduates in Louisiana was conducted. A sample of graduates from Lousiiana high schools in the period 1956-65 was selected. A multiple choice questionnaire was mailed to 4,700 graduates with a 3,035 return of which 2,895 forms were completed (1,383 males and 1,513 females). Data were sought on the high school experiences, postsecondary education or training, and employment experiences of graduates, and on the relevance of high school experiences to later experiences. The findings from the questionnaire focus on 32 areas and are discussed and analyzed item-by-item, with 37 supporting tables. Conclusions and recommendations based on the study are presented, and it is suggested that they might provide useful information for educators concerned with the planning and development of high school programs that would meet the particular needs of high school students. A 171-item bibliography is included. Comments and suggestions offered by respondents, the participating parishes and guidance counselors, and the questionnaire used for the study are appended. (EC)

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Vo. Ag. Ed. Series
Number 32

OCT 3 0 1975

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EDUCATIONAL AND OCCUPATIONAL EXPERIENCES OF LOUISIANA HIGH SCHOOL GRADUATES

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Vocational Agricultural Education
School of Vocational Education
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Baton Rouge
1974

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ACKNOWLEDGMENTS

This research is a service of the Department of Vocational Agricultural Education, School of Vocational Education, Louisiana State University and received financial support from the Research Coordinating Unit, Louisiana State Department of Education.

Grateful acknowledgment of assistance is accorded to the parish superintendents of schools for permitting use of designated counselors and to the selected high school counselors who secured the data and coded it. Special thanks go to J. C. Letlow, graduate assistant who was active in all phases of the study except the final writings; to Dr. Barton R. Farthing, Head of Experimental Statistics for assistance in statistical aspects of the study; and to Mrs. Mary McMinn and Mrs. Alice Anders for secretarial assistance.

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FOREWORD

For over a quarter of a century there has been controversy over educational programs provided by the secondary schools of the nation. State and national publications have been extremely critical of the educational experiences provided youth. Many publications have dwelt upon this subject with headlines such as the following: Why Johnnie Can't Read; Why Johnnie Can't Write; Why Johnnie Can't Spell; Training For Obsolete Jobs; Are Our Youth Being Shortchanged; etc.

This study is not an attempt to refute any of the derogatory statements made about education. It is merely an attempt to examine a product of the Louisiana high school and to see how well it "stacks up" in the market place. The effectiveness of the school then may be used as a guide in adjusting and upgrading programs so they may more nearly meet the needs of the youth they serve.

This report presents the major findings of a study of the experiences of selected Louisiana high school graduates who had been out of high school several years. It points out rather vividly that high school graduates do remarkedly well in the field of employment. Inference is that the high school has not failed this segment of our youth.

As with many studies, some areas show greater strength than others. It is possible that there are some aspects of the school program which could and should be improved. What is working well should be retained while modifications are made in the less desirable aspects.

J. C. Atherton
Charlie M. Curtis

INTRODUCTION TO THE STUDY

Probably the most serious problem facing the nation today is to provide an educational system which acknowledges the existence of individual needs among its young people and which develops adequate facilities and programs to meet these needs.

In American society the development of individual educational needs takes place in many forms and areas, both formal and informal. These needs start early in the individual's life and continue throughout his lifetime. Formal education is often said to be the chief instrument for preparing the individual to enter society and the world of work.

Causing considerable concern is the lack of agreement among educators as to the structure of the career development process and how to implement it. Some argue that the individual need not experience the career development process in school, that a career is developed after leaving school when the individual is a member of the labor force, that individuals need only a broad and general education in high school to enter and make progress in the labor force. Others are convinced that a career choice must be made early in life, that young people must experience the process of career development in an educational environment in which the training provided is relevant to the career chosen.

More specifically, social scientists are saying that career development is a continuous process, beginning early in life and taking place at all educational levels, particularly in the high school since

it is the only institution reaching most youth at the age when they are most likely to make career decisions. They either enter the labor force at graduation, or they seek further preparation.

Today, with the increasing population and social change, the accent is on young people. The "standard" approach to group instruction in high school where attention is focused on the subjects prescribed for graduation is undergoing some dramatic changes. Generally, people are questioning the disproportionate pressure placed upon high school students to prepare for and attend college. Program planners are not seen as hostile to career development, although they provide a minimum of instruction about the world of work and the kinds of skills in respect to the career needs of students. Disappointing to many, however, is the fact that, while the high school is considered a major agency affecting vocational development, it makes no large scale effort to discover ways of relating its students to work.

Society has certain expectations of the school. Many of these are verbalized in general statements of philosophy, but one thing is very clear; parents, school boards, employers, and most certainly students expect the schools to assist young people in becoming effective contributors and functional members of the community in which they live.

Answers to questions raised in favor of a different school orientation may be associated with the problems of graduates who try to find work rather than continuing school after high school graduation--are they readily absorbed in the labor force? If employed, are they under or over employed? Are they advancing on the occupational ladder?

In order that schools perform this task, it is particularly important to look ahead in the educational field, since policies, programs and activities have to be decided upon far in advance of the time when they reach their maximum period of contribution. It is also important to look back; schools of today are what they are because somebody has made decisions in the past. These decisions have played a very important role in the development of individuals that make up our society.

Statement of the Problem

This study was primarily concerned with determining the extent to which the educational system of Louisiana is meeting the needs of the individual graduate of our secondary schools. It was also concerned with the post-secondary education or training and the occupational experiences of these graduates.

The number of young people graduating from Louisiana high schoo s has been increasing at a rapid pace. Were they prepared to enter the job market directly after high school graduation?

Other important questions are: Did the graduates profit by vocational education at the high school level? ...at job entry? ...in making progress on the job? What job success have the graduates had? What did they attribute their success to?

Purpose and Significance of Study

The need to restructure the curriculum in Louisiana's educational system seems to be the most acute problem facing Louisiana educators today. To make education more relevant to today's needs and to the needs of the individual student is of primary concern to everyone.

Programs must be provided to develop the capacities and the abilities of all individuals enrolled.

The purpose of this study was to provide information about the high school experiences, post-high school education or training, and the occupational experiences of Louisiana high school graduates.

It was the intent when conducting this study to provide information that may be useful to educational planners in developing adequate high school programs to more realistically meet the needs and interests of individual students.

Definition of Problem

This study was designed to accomplish the following major objectives:

1. To determine aspirations and the high school experiences of Louisiana high school graduates.
2. To ascertain the degree to which Louisiana high school graduates continue their education and/or training beyond high school.
3. To determine the occupational experiences of Louisiana high school graduates.
4. To determine the relevance of the high school offerings in relation to the occupational interest and job finding experiences of Louisiana high school graduates.
5. To determine job and income expectations of Louisiana high school graduates.

Limitations

This study was limited to the graduates of Louisiana high schools for the decade of 1956-65; it was further limited by selecting sixteen parishes in Louisiana; three schools within each of these parishes; and randomly selecting ten students from each of the designated graduating classes. The sixteen parishes are located throughout Louisiana, four from each vocational agricultural supervisory area. The three schools within each parish were selected to represent urban, semi-urban, and rural schools. The study was further limited by the individual responses from the high school graduate's experiences.

Source of Data

The participants in this study were the graduates of Louisiana high schools for the decade of 1956-65; during this period approximately 322,751 graduated from high school; 151,367 males and 171,384 females. A graduated sample of these graduates was used for each year. To provide broad coverage of graduates, the presently designated vocational agricultural supervisory areas were utilized. Four parishes were selected for sampling (Figure 1) in each area; three schools within each parish were designated. Counselors from each designated school compiled a list of graduates for each year; all possible addresses were obtained and from this group ten students were selected at random and were mailed the survey instrument to be returned to the local counselor. Counselors were trained in collecting and handling information by Louisiana State University personnel.

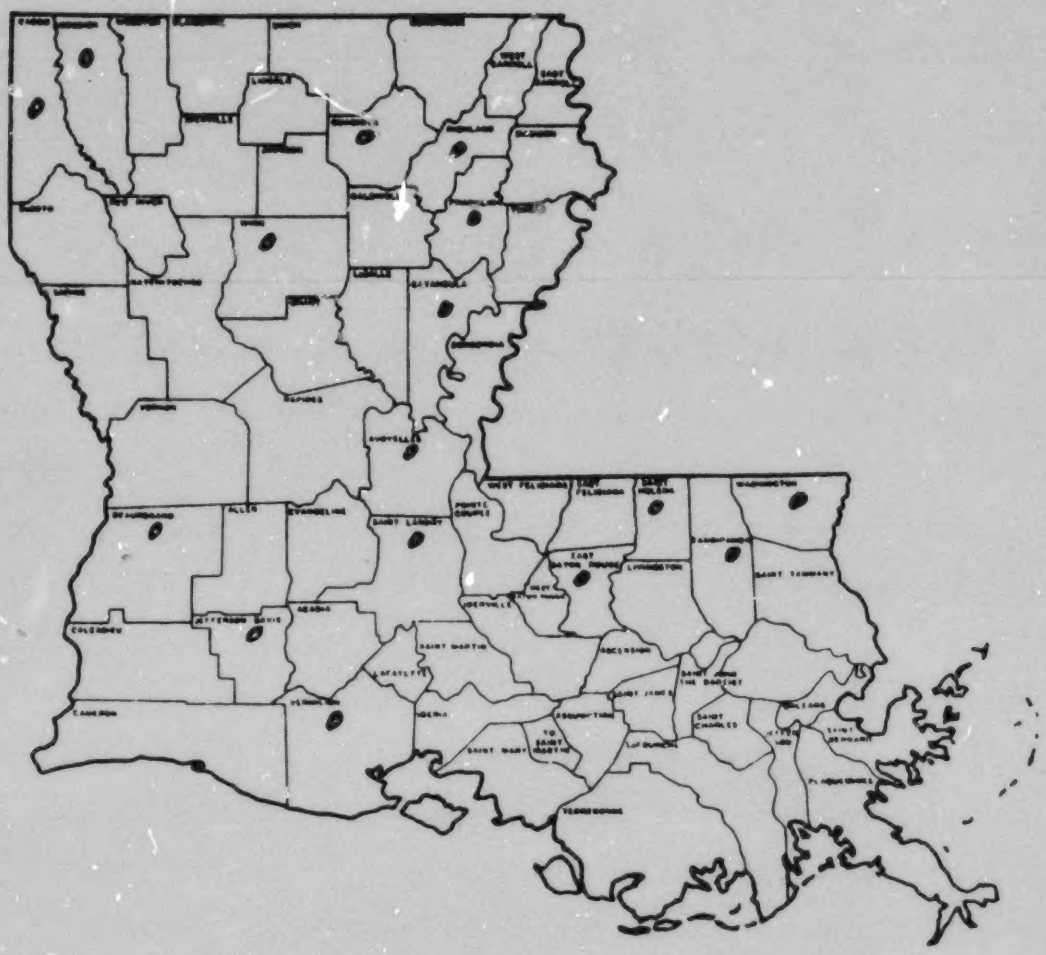

Figure 1. Location of Parishes Surveyed

Method of Research and Collection of Data

The descriptive survey using the mailout technique was the method of research used. Data were collected by the use of a multiple choice inventory form designed to determine the high school experiences; post-high school education or training and the employment experiences of selected Louisiana high school graduates. The inventory was mailed to Louisiana high school graduates selected at random by high school counselors. Louisiana State University personnel from the Department of Vocational Agricultural Education corresponded with selected parish school superintendents requesting a reply if their systems desired to be represented in a state-wide study concerning the occupational experiences of Louisiana high school graduates. After the superintendents responded favorably to the study, the University and the respective school boards began preparing plans for the projected endeavor. The School of Vocational Education of the College of Agriculture represented the University, and the Parish Superintendent of Education represented the Parish School Boards. Four parishes within the four presently designated vocational agricultural supervisory areas were selected. Three high schools within each parish were selected which, in the judgment of the administrations, were representative of the urban, semi-urban and rural areas. Principals and counselors of these selected schools were notified by the parish superintendent and by the University. Arrangements were made to meet with each local counselor for a training period conducted by University personnel. The necessary supplies and survey instruments, developed by the Vocational Agricultural Department at Louisiana State University, were provided for the counselors at this meeting. The survey instrument was developed following an extensive

review of related studies and literature. The instrument was subjected to several revisions; first it was validated by a jury of experts. Consideration was given to suggestions and revisions were made. The revised instrument was then pre-tested for further validation and clarification by a selected group of graduates at Central High School in East Baton Rouge Parish. From the results of this pre-test, suggestions were offered and final revisions were made to the survey instruments.

The local counselors were responsible for securing the addresses and mailing the survey instrument to the selected graduates. The graduates were instructed to return the completed survey instruments to the local counselors.

In addition, a random sample of ten graduates living within the school area of each school was drawn for interview by the counselor. The results of the interviews revealed no significant difference from those who had replied to the questionnaire. Therefore the assumption is made that the answers received by mail were valid and analagous to high school graduates during the decade represented by this study.

Counselors were trained in collecting and coding information on IBM sheets by Louisiana State University personnel.

Treatment of Data

Information on the survey instrument was coded and recorded on IBM code sheets by local counselors. The code numbers were then punched into IBM cards for electronic computer programming and data processing through the facilities of the Louisiana State University Research Center.

The processed data were organized into tabular form for interpretation and presentation. The statistical procedures involved were frequency and percentage distributions.

Data relating to the high school experiences, post-high school education or training and occupational experiences of selected Louisiana high school graduates are presented in the following section.

Conclusions were drawn from the findings of this study through the analysis and interpretation of data. Recommendations were formulated as a result of the research.

PRESENTATION AND INTERPRETATION OF DATA

Education in modern America is a complex social venture. Many agencies, both formal and informal, play a part in the intellectual and vocational development of youth. Among the foremost of these is the public school system. In the early part of the twentieth century the purposes of education were set forth in the Cardinal Principles of Education. Then some years later following the Great Depression these were condensed and restated as the Purposes of Secondary Education. They are: (a) self-realization, (b) human relationships, (c) economic efficiency, and (d) civic responsibility.

The four purposes stated above are still considered major functions of the secondary school. It is felt that the school has the responsibility to meet the individual educational needs of youth and to make them proficient in dealing effectively with the problems common to American society.

The school must provide programs which are designed to develop the capacities of all individuals assigned to it. Each person should be provided with guidance and experiences which will develop fully those personal, social, academic and vocational competencies which society needs.

This examination of the experiences of a group of graduates of high schools in Louisiana may give some indication of the effectiveness of the secondary educational program.

The subjects used in this study consisted of 2,895 Louisiana high school graduates for the decade 1956-65. There were 1,383 males and 1,512 females. These participants came from sixteen parishes located throughout Louisiana and from three schools in each parish--one urban, one semi-urban and one rural.

Ten graduates were chosen at random by the local high school counselor from each of the designated graduating classes of each high school. The descriptive survey method with the mail questionnaire technique was used. Inquiries were mailed to approximately 4,700 graduates. Data were obtained from 3,035 graduates as shown in Table I. This represents a response of approximately 64 percent. Of these, 2,895 were completed so they could be used in the entire study.

An examination of the data indicate that there was a relatively consistent number of responses for each year of the decade.

High School Curriculum Pursued and Vocational Courses Taken

Of the 2,895 graduates who replied, 1,086 reported they had followed the college preparatory curriculum; 1,571 the general curriculum, and 238 the vocational curriculum. No explanation was given them regarding what comprised these curriculums and it is obvious from replies of the respondents that many did not know what curriculum they had followed.

An examination of Table II reveals that a total of 1,374 persons completed four years of one of several vocational programs offered. However, only 238 reported they had pursued a vocational curriculum.

TABLE I

POPULATION DISTRIBUTION

Year of Graduation	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
1956	128	9.0	154	9.6	282	9.3
1957	125	8.8	144	8.9	269	8.9
1958	134	9.4	159	9.9	293	9.7
1959	138	9.7	128	7.9	266	8.8
1960	141	9.9	141	8.8	282	9.3
1961	141	9.9	146	9.1	287	9.5
1962	137	9.6	165	10.3	302	10.0
1963	147	10.4	179	11.1	326	10.7
1964	114	8.0	178	11.1	292	9.6
1965	183	12.9	190	11.8	373	12.3
Other	35	2.4	28	1.5	63	1.9
Total	1,423	100.0	1,612	100.0	3,035	100.0

TABLE II

VOCATIONAL COURSES TAKEN

Course	One Year		Two Years		Three Years		Four Years		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Agriculture	99	6	67	5	91	2	430	8	687	21
Home Economics	48	214	8	200	3	118	6	598	65	1,130
Distributive Education	19	17	15	8	4	3	36	48	74	76
Office Education	220	340	149	333	34	105	38	124	441	902
T & I Education	66	14	53	6	14	8	24	4	157	32
Industriel Arts	123	24	101	6	39	1	48	10	311	41
Total	575	615	393	558	185	237	582	792	1,735	2,202

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It seems that vocational courses were popular with the high school students. A total of 1,735 males and 2,202 females report the inclusion of one or more years of vocational training in their curriculums. This number is greater than the total number of 2,895 respondents as some students were enrolled in more than one vocational course during their high school years.

Agriculture was the most popular vocational course followed by male students whereas home economics was most popular with the females. These courses had the largest enrollments, and by far the largest number of students who completed four years of work were in these areas. Of the males responding, 687 took one or more years of agriculture, 65 home economics, 74 distributive education, 441 office education, 157 trade and industrial education, and 311 industrial arts. The females largely took home economics and office education. A total of 21 females enrolled in agriculture, 1,130 in home economics, 76 distributive education, 902 office education, 32 trade and industrial education, and 41 in industrial arts.

A vast majority of students enrolled in office education completed either one year or two years of work in this area.

Students pursuing a vocational course for four years numbered 1,374, for three years 422, for two years 951, and for only one year 1,190. Over one-third of the respondents had taken a specific vocational field for the four years of high school.

Feelings Toward High School Curricula

To a marked degree, the students held a favorable attitude toward the high school curricula they pursued, Table III.

TABLE III

FEELINGS TOWARD HIGH SCHOOL CURRICULA

Response	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Liked very much	508	36.7	830	54.9	1,338	46.2
Liked	776	56.1	612	40.5	1,388	47.9
Disliked	79	5.7	45	3.0	124	4.3
Disliked very much	9	.7	8	.5	17	.6
No reply	11	.8	17	1.1	28	1.0
Total	1,383	100.0	1,512	100.0	2,895	100.0

Slightly less than 5 percent reported they disliked or disliked very much the curricula. Most of the answers concerning the curricula fell in the liked very much and liked categories (46.2 percent and 47.9 percent respectively).

The percent of females who liked very much their high school curricula was 54.9 while it was only 36.7 for the males. A higher percent of the males liked their curricula, 56.1 in contrast with 40.5 for the females. A slightly higher percent of males (5.7) disliked their curricula than females (3.0). Less than 1 percent of either group disliked very much their curricula.

Things Liked Most in High School

There was considerable difference of response from the males and females relating to the things they liked most in high school with one notable exception, Table IV. Approximately the same percent of males (26.2) and females (27.0) reported that friends was their greatest like while in high school.

Athletics was the thing liked most by more males (33.5%) than anything else. However, only 8.9 percent of the females gave this a top ranking.

Things liked most by males in high school were athletics 33.5 percent, friends 26.2 percent, activities 14.5 percent, courses 13.3 percent, all things 3.7 percent and other 1.2 percent. Only 7.6 percent failed to respond to this question. Females liked most activities 27.5 percent, friends 27.0 percent, courses 21.9 percent, athletics 8.9 percent, all things 6.7 percent, other 1.3 percent. No response to the question was made by 6.7 percent.

TABLE IV

THINGS LIKED MOST IN HIGH SCHOOL

Response	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Courses	184	13.3	331	21.9	515	17.8
Activities	201	14.5	416	27.5	617	21.3
Friends	362	26.2	408	27.0	770	26.5
Athletics	464	33.5	134	8.9	598	20.7
All	67	4.9	121	8.0	188	6.5
No reply	105	7.6	102	6.7	207	7.2
Total	1,383	100.0	1,512	100.0	2,895	100.0

Things Liked Least in High School

Coursework was least liked in high school by a higher percentage of respondents than any other thing. More males disliked it (501) than females (410), Table V. A substantially higher number of females disliked athletics than did males. Slightly over 10 percent of each sex reported that they disliked all things relating to the high school.

A high percent of all respondents failed to respond to the question. No reasons were given for their not replying. A partial answer may be found in the previous table where it is shown that some students reported they liked all school activities, however, many more failed to state their dislikes.

Male respondents indicated that they disliked courses taken in school more than any other item. These were followed by: all, activities, athletics and friends. It was significant to note that 40.5 percent did not reply. Courses was also listed as among things least liked by females by 27.1 percent; followed by athletics, 13.7 percent; all, 11.5 percent; activities, 3.9 percent; friends, 0.9 percent; and no reply by 42.9 percent.

Courses Liked Most in High School

Nearly 95 percent of the respondents listed the courses they liked most in high school, Table VI. The views of the males and females vary considerably. Mathematics was liked most by the largest number of males and English was the most popular course reported by

TABLE V

THINGS LIKED LEAST IN HIGH SCHOOL

Response	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Courses	501	36.2	410	27.1	911	31.5
Activities	82	5.9	59	3.9	141	4.9
Friends	7	.5	13	.9	20	.7
Athletics	82	5.9	207	13.7	289	10.0
All	152	11.0	173	11.5	325	11.2
No reply	559	40.5	650	42.9	1,209	41.7
Total	1,383	100.0	1,512	100.0	2,895	100.0

TABLE VI

COURSES LIKED MOST IN HIGH SCHOOL

Course	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
English	126	9.1	379	25.1	505	17.4
Math	415	30.0	232	15.3	647	22.4
Science	207	15.0	118	7.8	325	11.2
Social Studies	223	16.1	178	11.8	401	13.9
Health & P[illegible]	41	3.0	37	2.4	78	2.7
Home Economics	7	.5	216	14.3	223	7.7
Agriculture	162	11.7	4	.3	166	5.7
Business	65	4.7	248	16.4	313	10.8
Other vocational	56	4.0	21	1.4	77	2.7
No reply	81	5.9	79	5.2	160	5.5
Total	1,383	100.0	1,512	100.0	2,895	100.0

the females. Agriculture, science, and social studies were liked by a somewhat higher percentage of males than females. On the other hand, females rated higher than did males home economics and business.

Courses liked most by males were: mathematics 30.0 percent, social studies 16.1 percent, science 15.0 percent, agriculture 11.7 percent, English 9.1 percent, business 4.7 percent, other vocational courses 4.0 percent, health and physical education 3.0 percent, and home economics 0.5 percent. The females liked most English 25.1 percent, business 16.4 percent, mathematics 15.3 percent, home economics 14.3 percent, social studies 11.8 percent, science 7.8 percent, health and physical education 2.4 percent, other vocational courses 1.4 percent and agriculture 0.3 percent.

Of the vocational offerings, agriculture was popular with the males while business and home economics were popular with the females.

Courses Liked Least in High School

English was by far the least liked course in high school by the male students, Table VII. This is in contrast with its being listed by females as their most popular course. Similarly, mathematics was rated the least liked course in high school by the females but it was listed as most liked by the males. Very few students reported they liked least any vocational course. Courses least liked by male high school students were: English 42.2 percent, mathematics 19.5 percent, social studies 11.4 percent, science 9.4 percent, business 2.0 percent, agriculture 1.3 percent, health and physical education 0.9 percent, other vocational courses 0.3 percent, and home economics 0.1 percent. No replies were made to this item by 12.9 percent.

TABLE VII

COURSES LIKED LEAST IN HIGH SCHOOL

Course	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
English	584	42.2	171	11.3	755	26.1
Math	269	19.5	545	36.1	814	28.1
Science	130	9.4	262	17.3	392	13.5
Social Studies	157	11.4	234	15.5	391	13.5
Health & P.E.	12	.9	55	3.6	67	2.3
Home Economics	2	.1	57	3.8	59	2.1
Agriculture	18	1.3	1	.1	19	.7
Business	28	2.0	43	2.8	71	2.5
Other vocational	4	.3	6	.4	10	.3
No reply	179	12.9	138	9.1	317	10.9
Total	1,383	100.0	1,512	100.0	2,895	100.0

Females reported that they liked least mathematics by 36.1 percent, science 17.3 percent, social studies 15.5 percent, English 11.3 percent, home economics 3.8 percent, health and physical education 3.6 percent, business 2.8 percent, other vocational courses 0.4 percent and agriculture 0.1 percent. A total of 9.1 percent failed to reply to this.

Over 80 percent of all students disliked most mathematics, English, science and social studies.

Course Recommendations by Graduate to Person Entering High School

Respondents were asked if they would suggest to a young person just entering high school to take the courses they had taken while in high school and to recommend what courses they would suggest if different.

Of the 2,895 respondents, 1,677 or 58.0 percent would recommend those courses they had taken while enrolled in high school to the incoming student, Table VIII. Relatively few respondents would recommend a change in curriculums to the general curriculum.

The majority of the male respondents (52.9 percent) would recommend the courses they had taken. Other courses recommended were academic 16.0 percent, vocational 10.3 percent, general 3.0 percent, and recreational 0.3 percent. Guidance in scheduling was recommended by 9.5 percent.

Approximately two-thirds of the females (62.4 percent) would recommend those courses they had taken, while 13.2 per cent recommended taking academic, 8.8 percent vocational, 2.6 percent general, and 0.3 percent recreational. Over 6.0 percent would recommend that students secure guidance when setting up their courses.

The academic or college preparatory curriculum and the vocational curriculums seem to be most popular with the former students.

TABLE VIII

COURSE RECOMMENDATIONS BY GRADUATE TO PERSON ENTERING HIGH SCHOOL

Course Recommended	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Those taken by respondent	733	52.9	944	62.4	1,677	58.0
Others:						
Academic	221	16.0	199	13.2	420	14.5
General	41	3.0	40	2.6	81	2.8
Vocational	143	10.3	133	8.8	276	9.5
Recreational	4	.3	4	.3	8	.3
Get guidance	131	9.5	99	6.5	230	7.9
No reply	110	8.0	93	6.2	203	7.0
Total	1,383	100.0	1,512	100.0	2,895	100.0

High School Courses Beneficial When Looking For A Job

A total of 1,773 respondents felt that their high school courses were beneficial when they were seeking employment, Table IX. The percentage of females who felt their courses useful was somewhat higher than that for males. It is interesting that 30.2 percent reported that their high school courses were not of benefit to them when searching for work.

Courses listed by males as beneficial when seeking employment are listed in descending order of frequency as: mathematics, English, business, agriculture, other vocational, science, social studies, and health and physical education. Females listed beneficial courses in descending order of frequency as business, English, mathematics, home economics, science, other vocational, social studies, health and physical education, and agriculture.

Over one-half of the females responding to this question listed business as beneficial to them when seeking employment. A high percentage of the respondents failed to reply to this question.

High School Efforts to Prepare Students for Job

Over two-thirds of the respondents felt that the high school made an effort to prepare them for a job, Table X. Only 9.8 percent reported that the high school made no effort at all to prepare them for a job.

The males reported by 27.9 percent that the high school made a great deal of effort to prepare them for a job, some effort 37.8 percent, little effort 17.9 percent, and no effort at all 11.1 percent. The females, 32.9 percent, stated that the schools expended a great deal of effort to prepare them for a job, 37.6 percent some effort, 14.2 percent little effort, and 8.5 percent no effort at all.

TABLE IX

HIGH SCHOOL COURSES BENEFICIAL WHEN LOOKING FOR A JOB

	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Yes	780	56.4	993	65.7	1,773	61.2
No	513	37.1	361	23.9	874	30.2
No reply	90	6.5	158	10.4	248	8.6
Total	1,383	100.0	1,512	100.0	2,895	100.0
BENEFICIAL COURSES						
English	144	10.4	169	11.2	313	10.8
Math	269	19.5	94	6.2	363	12.5
Science	37	2.7	22	1.5	59	2.0
Social Studies	15	1.1	10	.7	25	.9
Health & P.E.	9	.7	6	.4	15	.5
Home Economics	-	-	42	2.8	42	1.5
Agriculture	58	4.2	1	.1	59	2.0
Business	129	9.3	600	39.5	729	25.2
Other vocational	41	3.0	12	.8	53	1.8
No reply	681	49.1	556	36.8	1,237	42.8
Total	1,383	100.0	1,512	100.0	2,895	100.0

TABLE X

HIGH SCHOOL EFFORTS TO PREPARE STUDENTS FOR JOB

Response	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
A great deal of effort	386	27.9	498	32.9	884	30.5
Some effort	522	37.8	567	37.6	1,089	37.6
Little effort	248	17.9	215	14.2	463	16.0
No effort at all	154	11.1	129	8.5	283	9.8
No reply	73	5.3	103	6.8	176	6.1
Total	1,383	100.0	1,512	100.0	2,895	100.0

A higher percentage of males felt that the high school made little effort or no effort at all to prepare them for a job, whereas more females reported that the high schools expended a great deal of effort to prepare them for a job.

Effort Expended While in High School to Secure Training Needed for Employment

Apparently preparing for future employment was not a strong motivating force in the lives of the respondents while attending high school, Table XI. Very few, 8.4 percent of the group, reported that they had tried very hard to secure training needed for employment. Only 4.6 percent of the males felt that they had tried very hard. The females on the average reported that they had expended more effort to secure training needed for employment.

Over one-half of the students reported that they had expended as much effort as the average student to secure training needed for employment. Only 16.8 percent of the males and 31.1 percent of the females felt they had expended more effort than the average student. Nearly 30 percent of the males reported they had expended little or not much effort at all in this direction.

Job Aspirations While in High School

Over one-half of the males, 50.6 percent,and 34.7 percent of the females did not list their job aspirations while high school students, Table XII. This would seem to indicate that many did not have strong job aspirations, especially in light of evidence presented in the previous table that a relatively small percentage had expended much effort to prepare for employment.

TABLE XI

EFFORT EXPENDED WHILE IN HIGH SCHOOL TO SECURE TRAINING NEEDED FOR EMPLOYMENT

Response	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Very hard	64	4.6	179	11.8	243	8.4
Hard	169	12.2	292	19.3	461	15.9
As much as average student	710	51.4	797	52.7	1,507	52.1
Little	280	20.2	128	8.5	408	14.1
Not much at all	126	9.1	56	3.7	182	6.3
No reply	34	2.5	60	4.0	94	3.2
Total	1,383	100.0	1,512	100.0	2,895	100.0

TABLE XII

JOB ASPIRATIONS WHILE IN HIGH SCHOOL

	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
ASPIRATION BY CAREER CLUSTER						
Agribusiness & Natural Resources	109	7.9	5	.3	114	3.9
Business & Office	98	7.1	442	29.2	540	18.7
Communication & Media	15	1.1	15	1.0	30	1.0
Construction	68	4.9	2	.1	70	2.4
Consumer & Homemaking	2	.1	15	1.0	17	.6
Environment	11	.8	-	-	11	.4
Fine Arts & Humanities	15	1.1	18	1.2	33	1.1
Health	43	3.1	100	6.6	143	4.9
Hospitality & Recreation	8	.6	6	.4	14	.5
Manufacturing	25	1.8	3	.2	28	1.0
Marine Science	5	.4	3	.2	8	.3
Marketing & Distribution	20	1.4	6	.4	26	.9
Personal Service	34	2.5	67	4.4	101	3.5
Public Service	205	14.9	303	20.0	508	17.5
Transportation	23	1.7	5	.3	28	1.0
No reply	702	50.6	522	34.7	1,224	42.3
Total	1,383	100.0	1,512	100.0	2,895	100.0

(continued)

TABLE XII (continued)

	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
JOB LEVEL						
Professional	353	25.5	470	31.1	823	28.4
Technical	85	6.1	38	2.5	123	4.2
Managerial	65	4.7	8	.5	73	2.5
Supervisory	20	1.4	6	.4	26	.9
Sales	23	1.7	5	.3	28	1.0
Clerical	36	2.6	394	26.1	430	14.9
Skilled	79	5.7	74	4.9	153	5.3
Semi-skilled	25	1.8	7	.5	32	1.1
Unskilled	15	1.1	5	.3	20	.7
No reply	682	49.4	505	33.4	1,187	41.0
Total	1,383	100.0	1,512	100.0	2,895	100.0

Respondents were asked to indicate job aspirations by checking the career cluster in which they had hoped to secure employment. Public service occupations were desired by the largest group of males, whereas business and office and public service occupations were most popular areas for job choices by the females. All fifteen career clusters were aspired to by some of the male respondents. The environment cluster was the only one which did not receive any response from the females.

The job levels aspired to ranged from the unskilled to the professional. The professional level was most popular with each sex. The clerical level was popular with the females, but did not have many male aspirants.

Very few respondents aspired to the semi-skilled and unskilled levels of employment. The supervisory level and sales level were not very popular with the respondents.

Reasons For Accepting Job Offerings

The respondents were asked, "If someone were to offer you two jobs, one a secure job with adequate income, the other not so secure but with more opportunity for advancement, which one would you take?"

Both choices were popular, but the males showed more affinity for opportunity while the females favored slightly security, Table XIII. The males who preferred opportunity were 57.4 percent and the females 44.7 percent. Favoring security were males, 38.5 percent and females, 49.7 percent.

Comments by some of the respondents indicated that their choice was based upon certain suppositions. For example, several females reported that if their husbands were meeting the needs of the family

TABLE XIII

REASON FOR ACCEPTING JOB OFFERINGS

Response	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Security	532	38.5	751	49.7	1,283	44.3
Opportunity	794	57.4	676	44.7	1,470	50.8
No reply	57	4.1	85	5.6	142	4.9
Total	1,383	100.0	1,512	100.0	2,895	100.0

adequately they would choose opportunity, but otherwise they would prefer security. A male indicated that his choice would be predicated on family needs.

Kind of Job Graduates Would Like Most To Have Now

There is a probability that the job aspirations of respondents will represent a more realistic viewpoint into the real world of work now that they have been out of high school for a period of time. Some respondents of each sex would like most to have a job in every one of the fifteen career clusters, Table XIV.

Public service, business and office, and agribusiness and natural resources are the career clusters most preferred by the male respondents. The female respondents like most the fields of business and office, and public service. These are the same career clusters most often aspired to by the high school students although the number now aspiring to each cluster is greater than when they were students in high school.

The professional level of employment is desired most by more respondents than any other level. However, some individuals desire most each level of employment including the unskilled. Over one-half the males would like jobs most in professional, managerial, or skilled levels. A much higher percentage desire managerial positions than aspired to this job level while high school students.

The females largely aspired to positions on the professional and clerical levels. These were the most popular levels for the high school students.

TABLE XIV

KIND OF JOB GRADUATES WOULD LIKE MOST TO HAVE NOW

Kind of Job	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
CAREER CLUSTER						
Agribusiness & Natural Resources	138	10.0	8	.5	146	5.0
Business & Office	206	14.9	392	25.9	598	20.7
Communication & Media	33	2.4	25	1.7	58	2.0
Construction	81	5.9	5	.3	86	3.0
Consumer & Homemaking	1	.1	27	1.8	28	1.0
Environment	18	1.3	20	1.3	38	1.3
Fine Arts & Humanities	19	1.4	13	.9	32	1.1
Health	42	3.0	107	7.1	149	5.2
Hospitality & Recreation	9	.7	3	.2	12	.4
Manufacturing	40	2.9	5	.3	45	1.6
Marine Science	9	.7	1	.1	10	.3
Marketing & Distribution	79	5.7	24	1.6	103	3.6
Personal Service	53	3.8	93	6.2	146	5.0
Public Service	264	19.1	363	24.0	627	21.7
Transportation	32	2.3	2	.1	34	1.2
No reply	359	25.8	424	28.0	783	26.9
Total	1,383	100.0	1,512	100.0	2,895	100.0

(continued)

TABLE XIV (continued)

Kind of Job	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
JOB LEVEL						
Professional	374	27.2	524	34.7	898	31.0
Technical	104	7.5	44	2.9	148	5.1
Managerial	261	18.9	68	4.5	329	11.4
Supervisory	78	5.6	43	2.8	121	4.2
Sales	72	5.2	32	2.1	104	3.6
Clerical	26	1.9	311	20.6	337	11.6
Skilled	117	8.5	78	5.2	195	6.7
Semi-skilled	22	1.4	15	1.0	37	1.3
Unskilled	12	.9	2	.1	14	.5
No reply	317	22.9	395	26.1	712	24.6
Total	1,383	100.0	1,512	100.0	2,895	100.0

Job Expectations Five Years From Now

Few males, 2.0 percent, planned to go back to school, however, 11.4 percent of the females indicated they planned to take additional schooling, Table XV.

The male respondents reported a high level of job stability in their job expectations five years from now. A substantial majority expected to be working in the same job they presently hold, 33.0 percent, or to be working with the same company in a better job, 38.7 percent. Other job expectations were reported by 12.5 percent.

Much less job stability was expected by the female respondents. Only 12.0 percent expected to be working with the same company but in a better job and 27.4 percent expected to be working in the same job they currently had. Nearly one-third reported they had other job expectations five years from now. This may mean that many females do not plan to continue in the job market during the next several years.

Income Expectations Five Years From Now

Practically all male respondents, 85.8 percent, expected an annual income of $8,000 or above five years from now, Table XVI. No reply was made to this item by 8.0 percent. Only 6.2 percent expected an annual income less than $8,000 five years from now. These expectations contrast considerably with income expectations of the females. For example, 37.2 percent did not respond to this item. This possibly indicates that many more females than the 28.3 percent reporting expect an annual income of less than $8,000 and only 34.5 percent expect to receive an income of $8,000 or higher per year.

TABLE XV

JOB EXPECTATIONS FIVE YEARS FROM NOW

Expectations	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Working in same job I now have	456	33.0	414	27.4	870	30.0
Working with same company but in a better job	535	38.7	182	12.0	717	24.8
Working with another company in a better job	132	9.5	82	5.4	214	7.4
Going back to school	27	2.0	172	11.4	199	6.9
Other	173	12.5	500	33.1	673	23.2
No reply	60	4.3	162	10.7	222	7.7
Total	1,383	100.0	1,512	100.0	2,895	100.0

TABLE XVI

INCOME EXPECTATIONS FIVE YEARS FROM NOW

	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
INCOME						
Less than $2,000	16	1.2	81	5.4	97	3.4
$2,000 - $ 3,999	4	.3	48	3.2	52	1.8
$4,000 - $ 5,999	11	.8	111	7.3	122	4.2
$6,000 - $ 7,999	54	3.9	187	12.4	241	8.3
$8,000 - $ 9,999	156	11.3	225	14.9	381	13.2
Over $10,000	1,031	74.5	297	19.6	1,328	45.8
No reply	111	8.0	563	37.2	674	23.3
Total	1,383	100.0	1,512	100.0	2,895	100.0
SPOUSE INCOME						
Less than $2,000	192	13.9	37	2.4	229	7.9
$2,000 - $ 3,999	38	2.7	5	.3	43	1.5
$4,000 - $ 5,999	110	8.0	23	1.5	133	4.6
$6,000 - $ 7,999	139	10.1	78	5.2	217	7.5
$8,000 - $ 9,999	117	8.5	162	10.7	279	9.6
Over $10,000	167	12.1	870	57.6	1,037	35.8
No reply	620	44.7	337	22.3	957	33.1
Total	1,383	100.0	1,512	100.0	2,895	100.0

The females expect largely that the income of their spouse five years from now will be $8,000 or above. Only 9.4 percent feel that their spouse will have an income of less than $8,000. The large number of no replies, 44.7 percent, may indicate that many males do not plan for their wives to be in the labor market five years from now. Slightly over one-fifth of the males, 20.6 percent, expect the income of their spouse to be $8,000 or above.

Post High School Institution Attended

Over 80 percent of the respondents indicated that they had attended a post high school educational institution, Table XVII. Over one-half of the group had enrolled in a college or university. The vocational-technical schools attracted the next largest number of high school graduates. The business colleges were attended by 8.0 percent of the females, but by only 2.7 percent of the males. Colleges and universities were attended by more males, whereas more females attended the vocational-technical schools.

The percentage of individuals failing to list a post high school institution attended approximated 20.0. This was almost evenly divided between males and females.

As one would expect, very few persons attended a junior college, there being only one junior college in the State.

Respondents Completing Post High School Training Program

Over one-half of the participants in this study completed a post high school educational training program, Table XVIII. Those reporting

TABLE XVII

POST HIGH SCHOOL INSTITUTION ATTENDED

Institution	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
College or University	744	53.8	714	47.1	1,458	50.3
Vocational-Technical school	146	10.6	195	12.9	341	11.8
Business College	37	2.7	121	8.0	158	5.5
Junior College	23	1.7	22	1.5	45	1.6
Beauty College	2	.1	56	3.7	58	2.0
Barber College	14	1.0	4	.3	18	.6
Other	151	10.9	92	6.1	243	8.4
No reply	266	19.2	308	20.4	574	19.8
Total	1,383	100.0	1,512	100.0	2,895	100.0

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TABLE XVIII

RESPONDENTS COMPLETING POST HIGH SCHOOL TRAINING PROGRAM

Training Program	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
College of University	548	39.6	498	32.8	1,046	36.1
Vocational-Technical School	85	6.1	63	4.2	148	5.1
Business College	23	1.7	65	4.3	88	3.0
Junior College	15	1.1	13	.9	28	1.0
Beauty College	2	.1	36	2.4	38	1.3
Barber College	14	1.0	2	.1	16	.6
Other	116	8.4	54	3.6	170	5.9
Did not finish course	287	20.8	435	28.8	722	24.9
No reply	293	21.2	346	22.9	639	22.1
Total	1,383	100.0	1,512	100.0	2,895	100.0

they failed to complete their course of training were 24.9 percent while 22.1 percent failed to respond to this item.

Over one-third of all respondents, 39.6 percent of the males and 32.8 percent of the females, completed college or university training. A higher percentage of males (58.0) than females (48.3) completed some form of post high school training.

The percentage of dropouts is highest for enrollees in vocational-technical courses. It was noted in a previous table that 11.8 percent of all students enrolled in these courses. Only 5.1 percent completed this training. The lack of persistence by female enrollees is especially significant since 12.9 percent of the females were in this type of training, but only 4.2 percent remained until completion. This is less than one-third of those who took such training.

Amount of Post High School Training Program Completed

Of the 722 persons who reported they had not completed their post high school training program, only 6.0 percent are still in training, Table XIX.

Some individuals failed to complete each type of training, but the two areas in which most of these were enrolled were college or university and vocational-technical school. Other programs accounted for 30.6 percent of these respondents.

During the early part of the training program there was a relatively heavy attrition of students. There were 94 college or university dropouts and 42 leavers from the vocational-technical school. Early dropouts among females was much greater than for males in the vocational-technical programs. The percentage of early college dropouts was higher for males.

Evaluation of High School Courses in Learning New Skills Required in Post High School Training

Of those individuals replying to the question there was a relatively small percentage who felt that high school courses were of little or no benefit to them in learning new skills required in post high school training,

TABLE XIX

AMOUNT OF POST HIGH SCHOOL TRAINING PROGRAM COMPLETED

Amount Completed	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
COLLEGE OR UNIVERSITY						
Still in training	16	5.6	17	3.9	33	4.6
One-fourth	46	16.0	48	11.0	94	13.0
One-third	11	3.8	8	1.8	19	2.6
One-half	40	13.9	52	12.0	92	12.7
Two-thirds	11	3.8	18	4.1	29	4.0
Three-fourths	44	15.3	45	10.3	89	12.3
VOCATIONAL-TECHNICAL SCHOOL						
Still in training	4	1.4	6	1.4	10	1.4
One-fourth	11	3.8	31	7.1	42	5.8
One-third	6	2.1	5	1.1	11	1.5
One-half	12	4.2	21	4.8	33	4.6
Two-thirds	2	.7	3	.7	5	.7
Three-fourths	15	5.2	30	6.9	45	6.2
OTHER PROGRAMS	69	24.2	151	34.9	220	30.6
Total	287	100.0	435	100.0	722	100.0

TABLE XX

EVALUATION OF HIGH SCHOOL COURSES IN LEARNING NEW SKILLS REQUIRED IN POST HIGH SCHOOL TRAINING

Response	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Of considerable benefit	418	30.2	566	37.5	984	34.0
Of some benefit	521	37.7	492	32.5	1,013	35.0
Of little benefit	153	11.1	102	6.7	255	8.8
Of no benefit	39	2.8	31	2.1	70	2.4
No reply	252	18.2	321	21.2	573	19.8
Total	1,383	100.0	1,512	100.0	2,895	100.0

Table XX. Those reporting it to be of little benefit were 11.1 percent males and 6.7 percent females. Those reporting it to be of no benefit to them were 2.8 percent males and 2.1 percent females.

Females rated the high school coursework of considerable benefit by 37.5 percent whereas 30.2 percent of the males felt this way. More males rated the high school courses of some benefit in learning new skills required in post high school training.

Courses Helpful in Learning New Skills Required in Post High School Training

The majority of respondents failed to list the course they felt was most helpful to them in learning new skills in post high school training, Table XXI.

In only three courses did as many as 10 percent of the total group feel that it was most helpful in learning new skills required in post high school training. These were mathematics 13.5 percent, business 11.1 percent, and English 10.3 percent. The males, 19.6 percent, rated mathematics most helpful whereas only 7.9 percent of the females gave this rating to it. On the other hand 17.0 percent of the females rated business most helpful, but only 4.7 males considered it such. More females also found English beneficial than did males.

The only course not found most helpful by either sex was home economics. No male found it most helpful. It should be noted, however, that very few males enrolled in home economics courses.

Type or Kind of Military Training Received

Ten of the females and 478 of the males reported they had received military training, Table XXII. The majority of them had been given technical training.

TABLE XXI

COURSES HELPFUL IN LEARNING NEW SKILLS REQUIRED IN POST HIGH SCHOOL TRAINING

Course	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
English	103	7.4	194	12.8	297	10.3
Math	271	19.6	119	7.9	390	13.5
Science	70	5.1	66	4.4	136	4.7
Social Studies	18	1.3	19	1.3	37	1.3
Health & P.E.	4	.3	4	.3	8	.3
Home Economics	-	-	22	1.5	22	.7
Agriculture	31	2.2	2	.1	33	1.1
Business	65	4.7	257	17.0	322	11.1
Other Vocational	15	1.1	7	.5	22	.7
No reply	806	58.3	822	54.2	1,628	56.3
Total	1,383	100.0	1,512	100.0	2,895	100.0

TABLE XXII

TYPE OR KIND OF MILITARY TRAINING RECEIVED

Training	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Leadership	66	4.8	2	.1	68	2.3
Technical	274	19.8	4	.3	278	9.6
Clerical	69	5.0	3	.2	72	2.5
Other	69	5.0	1	.1	70	2.4
None	1	.1	-	-	1	.0
No reply	904	65.3	1,502	99.3	2,406	83.2
Total	1,383	100.0	1,512	100.0	2,895	100.0

Four of the females and 274 males had technical training in the armed forces. Seventy-two respondents had been given training in the clerical field, 68 had received leadership training, and 70 had taken other types of training.

Courses Helpful in Military Training

A variety of high school courses were listed as most helpful in military training by the 280 persons who responded to this question, Table XXIII. Mathematics was beneficial to the largest group with business courses in second place. Since many of the persons in military service took technical and clerical training it seems logical that those courses should have proven useful.

Of the 280 persons reporting the courses most helpful to them in their military training, mathematics was chosen by 115, business 64, English 37, science 23, health and physical education 14, agriculture 11, other vocational courses 9, and social studies 7. It seems interesting that agriculture was listed as most helpful by ten males and one female. Apparently none of the respondents were in an area of activity where home economics was of paramount importance.

Evaluation of High School Courses in Preparing for Military Service Job

The respondents who had been in military service were asked to evaluate their high school courses in preparing them for military service jobs. Analysis of data in Table XXIV reveal that most persons gave mathematics a high rating. No respondent reported that he was not prepared in mathematics skills.

TABLE XXIII

COURSES HELPFUL IN MILITARY TRAINING

Course	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
English	34	7.1	3	30.0	37	7.6
Math	113	23.6	2	20.0	115	23.6
Science	22	4.6	1	10.0	23	4.7
Social Studies	7	1.5	-	-	7	1.4
Health & P.E.	13	2.7	1	10.0	14	2.9
Home Economics	-	-	-	-	-	-
Agriculture	10	2.1	1	10.0	11	2.3
Business	64	13.4	-	-	64	13.1
Other Vocational	9	1.9	-	-	9	1.8
No reply	206	43.1	2	20.0	208	42.6
Total	478	100.0	10	100.0	488	100.0

TABLE XXIV

EVALUATION OF HIGH SCHOOL COURSES IN PREPARING FOR MILITARY SERVICE JOB

Job Preparation	Communication Skills		Job Skills		Math Skills		Science Skills		Equipment & Machines Use	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Very well prepared	100	20.5	49	10.0	117	24.0	78	16.0	66	13.5
Well prepared	128	26.2	82	16.8	161	33.0	130	26.6	83	17.0
Moderately prepared	143	29.3	156	32.0	175	35.8	159	32.6	118	24.2
Poorly prepared	55	11.3	54	11.1	34	7.0	47	9.6	73	15.0
Not prepared	47	9.6	69	14.1	-	-	16	3.3	71	14.5
No reply	15	3.1	78	16.0	1	.2	58	11.9	77	15.8
Total	488	100.0	488	100.0	488	100.0	488	100.0	488	100.0

In mathematics skills 92.8 percent stated they were moderately prepared, well prepared or very well prepared; in job skills 58.8 percent; communication skills 76.0 percent; science skills 75.2; and equipment and machine use 54.7 percent.

Over 14 percent reported they were not prepared in job skills (14.1) and equipment and machine use (14.5). In three job areas at least 10 percent reported they were poorly prepared. These were equipment and machines use 15.0 percent, communications skills 11.3 percent, and job skills 11.1 percent.

Current Employment Status

The level of unemployment of the respondents was far below the state and national levels. Of the males 2.6 percent reported they were unemployed and for the females 3.2 percent. This is a total of 84 persons out of a total of 2,895, Table XXV.

Full time employment was held by 94.0 percent of the males and 48.0 percent of the females. Another 1.8 percent of the males and 7.6 of the females were employed part time. Full time homemaker was the status of 39.9 percent of the females and of 0.6 percent of the males.

One percent of the males and 1.3 percent of the females did not state their current employment status.

Graduates Present and First Area of Employment

There seems to be a marked degree of stability in areas of employment in which the respondents began work and are currently employed, Tables XXVI and XXVII.

TABLE XXV

CURRENT EMPLOYMENT STATUS

Status	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Employed	1,300	94.0	726	48.0	2,026	70.1
Employed part time	25	1.8	115	7.6	140	4.8
Unemployed	36	2.6	48	3.2	84	2.9
Homemaker	8	.6	604	39.9	612	21.1
No reply	14	1.0	19	1.3	33	1.1
Total	1,383	100.0	1,512	100.0	2,895	100.0

TABLE XXVI

GRADUATES' FIRST AREA OF EMPLOYMENT

Employment Area	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Agribusiness & Natural Resources	123	8.9	3	.2	126	4.4
Business & Office	174	12.6	538	35.5	712	24.6
Communication & Media	37	2.7	54	3.6	91	3.1
Construction	157	11.4	4	.3	161	5.6
Consumer & Homemaking	1	.1	11	.7	12	.4
Environment	6	.4	2	.1	8	.3
Fine Arts & Humanities	9	.7	12	.8	21	.7
Health	39	2.8	73	4.8	112	3.9
Hospitality & Recreation	2	.1	3	.2	5	.2
Manufacturing	76	5.5	13	.9	89	3.1
Marine Science	3	.2	-	-	3	.1
Marketing & Distribution	105	7.6	44	2.9	149	5.1
Personal Service	61	4.4	87	5.8	148	5.1
Public Service	258	18.7	331	21.9	589	20.3
Transportation	62	4.5	2	.1	64	2.2
No reply	270	19.4	335	22.2	605	20.9
Total	1,383	100.0	1,512	100.0	2,895	100.0

TABLE XXVII

GRADUATES' PRESENT AREA OF EMPLOYMENT

Employment Area	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Agribusiness & Natural Resources	141	10.2	5	.3	146	5.0
Business & Office	213	15.4	304	20.1	517	17.9
Communication & Media	52	3.8	22	1.5	74	2.6
Construction	129	9.3	2	.1	131	4.5
Consumer & Homemaking	6	.4	23	1.5	29	1.0
Environment	5	.4	3	.2	8	.3
Fine Arts & Humanities	10	.7	16	1.1	26	.9
Health	59	4.3	65	4.3	124	4.3
Hospitality & Recreation	3	.2	2	.1	5	.2
Manufacturing	95	6.7	6	.4	101	3.5
Marine Science	4	.3	-	-	4	.1
Marketing & Distribution	116	8.4	35	2.3	151	5.2
Personal Service	73	5.3	92	6.1	165	5.7
Public Service	342	24.8	320	21.2	662	22.9
Transportation	47	3.4	5	.3	52	1.8
No reply	88	6.4	612	40.5	700	24.1
Total	1,383	100.0	1,512	100.0	2,895	100.0

It may be noted that the number of females not stating present area of employment is much larger than those not giving first area of employment. No doubt this is partially due to the fact that 39.9 percent of the females stated they were currently full time homemakers. There were 604 full time female homemakers. Many of these apparently worked a while after high school graduation.

There was a noticable increase in the number of males currently employed over first employment in the following areas: agribusiness and natural resources, business and office, communication and media, health, manufacturing, marketing and distribution, personal service, and public service. The greatest increase was in the area of public service.

In the area of business and office,234 less females were currently employed than in their first area of employment. Other noticable drops in current employment versus first area of employment were in the areas of communication and media, construction, and manufacturing.

Graduates Present and First Level of Employment

Many of the respondents have progressed upward on the employment ladder since their initial employment, Tables XXVIII and XXIX. Current employment levels of males are primarily in the professional, managerial, skilled, and technical. Each of these levels plus supervisory have shown a noticable increase in the numbers so employed. There has been a corresponding decrease in numbers of males employed at levels of unskilled, semi-skilled, and clerical.

Over 280 more females failed to report current employment level than reported first employment level. Nevertheless, a noticable increase

TABLE XXVIII

GRADUATES' PRESENT LEVEL OF EMPLOYMENT

Employment Level	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Professional	386	27.9	384	25.4	770	26.6
Technical	153	11.1	27	1.8	180	6.2
Managerial	240	17.4	52	3.4	292	10.1
Supervisory	89	6.4	29	1.9	118	4.1
Sales	88	6.4	36	2.4	124	4.3
Clerical	49	3.5	252	16.5	301	10.4
Skilled	218	15.8	77	5.1	295	10.2
Semi-skilled	54	3.9	29	1.9	83	2.9
Unskilled	24	1.7	12	.8	36	1.2
No reply	82	5.9	614	40.8	696	24.0
Total	1,383	100.0	1,512	100.0	2,895	100.0

TABLE XXIX

GRADUATES' FIRST LEVEL OF EMPLOYMENT

Employment Level	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Professional	243	17.6	365	24.1	608	21.0
Technical	97	7.0	37	2.4	134	4.6
Managerial	79	5.7	9	.6	88	3.0
Supervisory	34	2.5	15	1.0	49	1.7
Sales	99	7.2	44	2.9	143	4.9
Clerical	101	7.3	516	34.2	617	21.4
Skilled	178	12.9	101	6.7	279	9.6
Semi-skilled	167	12.1	56	3.7	223	7.7
Unskilled	122	8.8	39	2.6	161	5.6
No reply	263	18.9	330	21.8	593	20.5
Total	1,383	100.0	1,512	100.0	2,895	100.0

was reported in number of females employed at the levels of professional, managerial, and supervisory. The greatest loss of employment was in the clerical level. Few females were employed at levels of unskilled, semi-skilled, and technical.

Most respondents felt that job progress came about as a result of hard work. Very few believed that progress on the job was the result of luck, and several respondents commented that a combination of hard work and luck were useful in bringing about job progress.

Evaluation of High School Training in Preparing for Job Entry

There is a contrast of replies given by males and females with reference to their evaluation of high school training in preparing them for job entry, Table XXX. More females reported that the training was more helpful in preparing for initial job entry than it was for entry into their present job. The males, on the other hand, felt that their high school training was more beneficial for entry into their current job than it was in preparing them for initial employment.

Few respondents felt that their high school training was of no help in preparing for job entry into first job, 5.5 percent, or present job, 3.6 percent.

The percentage of females failing to reply to this question was considerably larger than for males, possibly due to the number of full time homemakers.

TABLE XXX

EVALUATION OF HIGH SCHOOL TRAINING IN PREPARING FOR JOB ENTRY

Response	Present Job						First Job					
	Male		Female		Total		Male		Female		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Very helpful	431	31.2	376	24.9	807	27.9	272	19.7	481	31.8	753	26.0
Of some help	599	43.2	414	27.4	1,013	35.0	488	35.3	475	31.4	963	33.3
Of little help	203	14.7	95	6.3	298	10.3	235	17.0	131	8.7	366	12.6
Of no help	66	4.8	38	2.5	104	3.6	115	8.3	44	2.9	159	5.5
No reply	84	6.1	589	38.9	673	23.2	273	19.7	381	25.2	654	22.6
Total	1,383	100.0	1,512	100.0	2,895	100.0	1,383	100.0	1,512	100.0	2,895	100.0

High School Courses Benefitting Respondents Most

Graduates were asked to specify the course which benefitted them most with respect to their present job and first job. There is a lot of similarity of responses relative to courses most beneficial on the first job and the present job, Table XXXI.

The males listed most frequently courses most helpful in their present job as mathematics, English, business, science and agriculture. Mathematics and English were listed much more frequently as beneficial in their present job. These same courses were most helpful in their first jobs also.

Courses the females listed as most beneficial in their current jobs were business, English, mathematics, and home economics in descending order of frequency. Courses given as most beneficial in their first employment were business, English, mathematics, and home economics in that order. Business and mathematics were listed as beneficial more often in their first job than they were in their present job.

Degree to Which High School Courses Prepared Graduates for First and Present Jobs by Skill Areas

The male respondents reported that their high school courses prepared them best for their first jobs in the area of mathematics skills and least well for machines and equipment use, Table XXXII. Those reporting by skill areas that they were poorly or not prepared were mathematics skills 8.5 percent, science skills 14.4 percent, machines and equipment use 24.6 percent, communication skills 14.8 percent, job skills 21.2 percent, and job interview skills 21.3 percent.

TABLE XXXI

HIGH SCHOOL COURSES BENEFITTING RESPONDENTS MOST

Course	Present Job						First Job					
	Male		Female		Total		Male		Female		Total	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
English	148	10.7	151	10.0	299	10.3	114	8.2	150	10.0	264	9.1
Math	389	28.1	94	6.2	483	16.7	235	17.0	111	7.3	346	12.0
Science	67	4.8	39	2.6	106	3.7	50	3.6	34	2.2	84	2.9
Health & P.E.	19	1.4	12	.8	31	1.1	30	2.2	9	.6	39	1.3
Social Studies	27	2.0	9	.6	36	1.2	17	1.2	15	1.0	32	1.1
Home Economics	2	.1	59	3.9	61	2.1	-	-	45	3.0	45	1.6
Agriculture	59	4.3	1	.1	60	2.1	49	3.5	1	.1	50	1.7
Business	92	6.7	259	17.1	351	12.1	82	5.9	415	27.4	497	17.2
Other Vocational	38	2.7	9	.6	47	1.6	31	2.2	8	.5	39	1.3
No reply	542	39.2	879	58.1	1,421	49.1	775	56.2	724	47.9	1,499	51.8
Total	1,383	100.0	1,512	100.0	2,895	100.0	1,383	100.0	1,512	100.0	2,895	100.0

TABLE XXXII

DEGREE TO WHICH HIGH SCHOOL COURSES PREPARED GRADUATES FOR FIRST JOBS BY SKILL AREA

Preparation	Machines and Equipment Use		Job Skills		Math Skills		Science Skills		Communication Skills		Job Interview Skills	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	-Percent-											
Very well prepared	9.1	12.2	6.4	9.7	15.9	16.6	9.8	7.7	12.4	18.0	9.4	11.5
Well prepared	7.7	8.7	9.6	10.0	16.6	15.5	11.7	9.1	14.1	16.5	10.6	12.2
Moderately prepared	15.5	15.3	16.9	14.6	20.0	17.7	19.2	16.0	17.4	12.8	14.7	13.6
Poorly prepared	8.5	4.4	8.0	3.2	5.0	3.4	6.4	5.2	7.1	2.6	8.4	5.4
Not prepared	16.1	10.2	13.2	7.1	3.5	2.3	8.0	5.2	7.7	3.9	12.9	7.9
No reply	43.1	49.2	45.9	55.4	39.0	44.5	44.9	56.8	41.3	46.2	44.0	49.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Overall, the females seemed to feel that they were better prepared for their first jobs than did the males. Those reporting that high school courses left them poorly prepared or not prepared were mathematics skills 5.7 percent, communication skills 6.5 percent, job skills 10.3 percent, science skills 10.4 percent, job interview skills 13.3 percent and machines and equipment use 14.6 percent. In every skill area except science skills, the percentage of females reporting they were very well prepared exceeded that of the males.

A higher percentage of males than females reported their high school courses left them very well prepared for their present jobs in every skill area, Table XXXIII. This is the opposite of the reports on their preparation for their first jobs. It is noteworthy also that a larger percentage of males than females reported they were poorly prepared or not prepared in each job skill area. In three skill areas over 20 percent of the males felt they were poorly prepared or not prepared. These were machines and equipment use 24.5 percent, job interview skills 23.8 percent, and job skills 21.3 percent. In only one job skill area, machines and equipment use, did as many as 10 percent of the females report they were unprepared by high school coursework for their present job. There were 11.3 percent reporting lack of preparation in this area.

How Respondents Located Jobs

School personnel were not a major resource in assisting high school graduates to locate jobs, although they were of more assistance in the securing of initial employment, Table XXXIV.

TABLE XXXIII

DEGREE TO WHICH HIGH SCHOOL COURSES PREPARED GRADUATES FOR PRESENT JOBS BY SKILL AREA

Preparation	Machines and Equipment Use		Job Skills		Math Skills		Science Skills		Communication Skills		Job Interview Skills	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	-Percent-											
Very well prepared	13.7	11.4	10.1	9.2	22.1	14.5	12.4	8.0	18.8	17.5	12.9	10.8
Well prepared	10.1	6.9	11.9	8.3	22.6	12.6	16.1	7.3	18.4	12.4	14.0	8.9
Moderately prepared	18.6	11.6	19.2	10.5	24.7	14.1	24.6	12.9	20.1	11.2	17.2	10.7
Poorly prepared	8.2	2.8	8.0	2.0	4.6	2.8	6.4	4.3	7.4	1.7	10.0	3.8
Not prepared	16.3	8.5	13.3	5.8	2.3	1.5	7.2	3.6	7.5	2.3	13.8	6.0
No reply	33.1	58.8	37.5	64.2	23.7	54.5	33.3	63.9	27.8	54.9	32.1	59.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE XXXIV

HOW RESPONDENTS LOCATED JOBS

Method	Present Job						First Job					
	Male		Female		Total		Male		Female		Total	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
School counselor	13	.9	10	.7	23	.8	13	.9	15	1.0	28	1.0
School placement office	45	3.3	22	1.5	67	2.3	67	4.8	64	4.2	131	4.5
Vocational teacher	9	.7	11	.7	20	.7	15	1.1	37	2.4	52	1.8
Another teacher or principal	52	3.8	75	5.0	127	4.4	38	2.7	60	4.0	98	3.4
Friend or relative	402	29.1	203	13.4	605	20.9	477	34.6	307	20.3	784	27.1
Direct application to business	512	37.0	389	25.7	901	31.1	366	26.5	504	33.4	870	30.0
Private employment agency	42	3.0	43	2.8	85	2.9	39	2.8	64	4.2	103	3.6
State employment agency	17	1.2	23	1.5	40	1.4	18	1.3	63	4.2	81	2.8
Newspaper advertisement	36	2.6	25	1.7	61	2.1	19	1.4	27	1.8	46	1.6
No reply	255	18.4	711	47.0	966	33.4	331	23.9	371	24.5	702	24.2
Total	1,383	100.0	1,512	100.0	2,895	100.0	1,383	100.0	1,512	100.0	2,895	100.0

A variety of means were utilized in locating jobs. Two methods stand out as the major ones used these being direct application to the business and a friend or relative. It should be noted that the very small percentage who located jobs through the school counselor is largely due to the fact that a majority of the respondents did not have counselor service available in the high school during their tenure.

Over one-third of the males, 34.6 percent used a friend or relative in locating their first job. This source was used to locate present jobs by 29.1 percent. Direct application was used by more males, 37.0 percent,to secure present employment than was made to locate their first job,26.5 percent. The females utilized direct application to business and a friend or relative to locate first jobs more frequently than they did for present job.

Satisfaction With Present and First Job

Essential to the happiness of an individual and his family is job satisfaction. It is a common belief that lack of specific job training leads to underemployment and general job dissatisfaction.

Respondents indicated the degree to which they were satisfied with various aspects of their present jobs, Table XXXV. A vast majority of the males were satisfied with each aspect of their present job. Most were very satisfied or satisfied with the work 86.7 percent, supervision 84.7 percent, work conditions 80.0 percent, their co-workers 76.8 percent, fringe benefits 75.1 percent, pay 74.8 percent, and promotion possibilities 71.2 percent.

Since many females were fulltime homemakers and not working,it may be well to note the percentages who were dissatisfied or very

TABLE XXXV

PERCENT SATISFACTION WITH PRESENT JOB

Satisfaction	Fringe Benefits		Pay		Promotion Possibilities		Co-workers		Supervision		Work Conditions		Work	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Very Satisfied	45.0	24.6	33.6	19.4	38.2	18.7	40.2	28.5	49.3	32.9	43.9	29.4	57.0	36.6
Satisfied	30.1	19.9	41.2	26.7	33.0	22.4	36.6	19.0	35.4	20.2	36.1	20.9	29.7	18.6
Dissatisfied	8.0	4.9	12.4	7.5	11.4	6.9	5.6	3.4	1.9	1.2	6.3	4.2	3.1	1.1
Very Dissatisfied	2.7	1.8	2.0	1.3	2.9	1.8	2.0	1.2	.5	.5	1.4	.8	.4	.1
No reply	14.2	48.8	10.8	45.1	14.5	50.2	15.6	47.9	12.9	45.2	12.3	44.7	9.8	43.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

dissatisfied with the various aspects of their present job. The degrees of dissatisfaction were pay 8.8 percent, promotion possibilities 8.7 percent, fringe benefits 6.7 percent, work conditions 5.0 percent, co-workers 4.6 percent, supervision 1.7 percent, and work 1.2 percent.

Both males and females expressed most satisfaction from their work.

There was less satisfaction with each aspect of their first job by each sex than with their present job, Table XXXVI. The males more frequently expressed dissatisfaction than did the females. Supervision was the only area in which either males or females had less than 10 percent dissatisfaction. Over 30 percent of the males were dissatisfied with pay and with fringe benefits. The least dissatisfaction was in the area of supervision. The females expressed most dissatisfaction with promotion possibilities 24.3 percent, pay 24.1 percent, and fringe benefits 17.8 percent. As in the case of the males, there was least dissatisfaction in the area of job supervision.

Reasons for Leaving First Job

A variety of reasons were given by respondents for leaving their first job, Table XXXVII. Of those stating a reason besides "other," promotion to a different company was the reason stated most often by both males and females. Going back to school and dislike for the job were the next most often given reasons for leaving their first job. Health reasons seem to have been more of a factor with the females than with the males. Only 19 of the respondents reported they had been fired from their first jobs. Going into business for themselves was given as the reason for leaving employment by 72 persons, 59 of whom were males.

TABLE XXXVI

PERCENT SATISFACTION WITH FIRST JOB

Satisfaction	Fringe Benefits		Pay		Promotion Possibilities		Co-workers		Supervision		Work Conditions		Work	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Very Satisfied	12.9	19.3	10.0	13.5	10.4	13.6	14.6	22.4	24.2	32.3	16.7	25.8	22.5	29.3
Satisfied	25.3	28.0	26.8	32.1	22.1	26.5	33.6	32.3	38.9	32.1	32.5	32.7	31.8	30.8
Dissatisfied	20.0	11.4	24.4	17.9	22.8	17.5	13.7	8.0	6.1	3.7	15.7	8.7	13.6	7.9
Very Dissatisfied	12.3	6.4	11.3	6.2	14.5	6.8	7.8	3.5	2.7	1.5	6.9	2.8	5.9	2.3
No reply	29.5	34.9	27.5	30.3	30.2	35.6	30.3	33.8	28.1	30.4	28.2	30.0	26.2	29.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE XXXVII

REASON FOR LEAVING FIRST JOB

Reason	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Promoted - Same company	52	3.8	28	1.9	80	2.8
Promoted - Different company	178	12.9	104	6.9	282	9.7
Business for self	59	4.3	13	.9	72	2.5
Quit for no reason	6	.4	6	.4	12	.4
Disliked job	119	8.6	78	5.2	197	6.8
Fired	12	.9	7	.5	19	.7
To go to school	137	9.9	79	5.2	216	7.5
Health	5	.4	48	3.2	53	1.8
Other	421	30.3	708	46.6	1,129	39.0
No reply	393	28.5	441	29.2	835	28.8
Total	1,383	100.0	1,512	100.0	2,895	100.0

Although some respondents reported they were still working at their first job, indications are that there was relatively high job mobility within each sex group. Those reporting they had held three or more different jobs were 664 males and 632 females out of a total of 2,895 respondents.

Most graduates had only short periods, if any, of unemployment. There were 190 males or 13.7 percent who reported that they had been unemployed at some time for a period of more than three months. Females experienced more prolonged periods of unemployment as 607 or 40.1 percent reported that they had been unemployed for a period of more than three months some time since high school graduation. It is not known, however, how many of these unemployed were full time homemakers and not seeking employment.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary objective of this study was to secure information about the high school experiences, post high school education or training, and the occupational experiences of Louisiana high school graduates. It was also concerned with their aspirations and expectations.

The descriptive survey using the mailout technique was the method of research used. Information was received from 2,895 Louisiana high school graduates who had graduated during the period 1956-1965.

Statistical procedures used for analyzing data were number and percent distributions.

Findings of the study are summarized as follows:

1. Of the 2,895 respondents, 1,571 reported they had pursued the general curriculum; 1,086 the college preparatory curriculum; and 238 the vocational curriculum. It is obvious that many graduates did not know which curriculum they pursued, since 1,374 of them completed four years of one of several vocational programs offered and 422 others completed three years.

2. Some individuals took more than one type of vocational education as 1,735 males and 2,202 females reported one or more years of a specific vocational course in their curriculums.

3. Agriculture was the most popular vocational course for males and home economics and office occupations were most popular

with the females. Males taking agriculture totaled 687; females in home economics 1,130 and in office education 902.

4. Less than 5 percent of the respondents disliked their high school curricula.

5. Males liked most in high school athletics and friends. Females liked most activities, friends, and courses. Coursework was liked least by more respondents than any other thing. Slightly over 10 percent of the respondents disliked everything about the school program.

6. The males liked most in high school courses in mathematics, social studies, science, and agriculture. Females liked most English, business, mathematics and home economics.

7. Courses liked least in high school by males were English, mathematics, and social studies. Females liked least mathematics, science and social studies.

8. Over 50 percent of the respondents would recommend the curricula they had pursued to an incoming high school freshman. Of those recommending otherwise, most would recommend taking an academic or a vocational curriculum.

9. Over 30 percent of the respondents felt their high school courses were not beneficial to them when seeking employment. Courses most beneficial to graduates seeking employment were English, business, mathematics, agriculture and home economics.

10. A majority of respondents felt that the high school made an effort to prepare the student for a job. Less than 10 percent reported the school made no effort at all.

11. Very few, 8.4 percent of the respondents, reported that they tried very hard while in high school to secure training needed for employment.

12. Of those reporting job aspirations while in high school, more males aspired to public service occupations whereas the females aspired to business and office work and to public service occupations. The professional level was the job level most aspired to. Job aspirations were not given by 50.6 percent of the males and 34.7 percent of the females. Every career cluster was aspired to by some student.

13. Currently the male respondents prefer most employment in public service, business and office and agribusiness and natural resources career clusters. Females desire employment in business and office and public service. The professional level is desired most by more respondents.

14. There was much more stability in job expectations of males then of females. Five years from now 33.0 percent of males expect to still be in the same job while 38.7 percent expect to be with the same company, but in a better job. Of the females, 27.4 percent expect to be working at the same job while 12.0 percent expect to be working with the same company but in a better job.

15. Over 80 percent of the respondents attended a post high school educational institution, with over 50 percent completing this training.

16. High school courses were beneficial to most respondents in learning new skills required in post high school training.

17. All courses were found beneficial by some respondent in learning new skills required in post high school training. Mathematics, English, and business were listed most often as being most beneficial.

18. Of those respondents taking military training, high school courses in mathematics and business were listed as most helpful in this training.

19. From 54.7 percent to 92.8 percent of the respondents who took military training reported that their high school training prepared them moderately, well, or very well for a variety of job skills in their military service jobs.

20. Current employment level was high. Of the males 2.6 percent were unemployed and for the females 3.2 percent for a total of 84 persons out of 2,895 respondents.

21. Employees tended to remain in the career cluster in which they were initially employed.

22. Respondents have progressed up the employment ladder since initial employment. Current employment levels of males are primarily in the professional, managerial, skilled and technical. There was a noticable increase in numbers of females employed at the levels of professional, managerial, and supervisory.

23. Few respondents felt that their high school training was of no help in preparing them for job entry into their first job, 5.5 percent, or present job, 3.6 percent.

24. Most respondents felt that job progress comes about as a result of hard work.

25. In three skill areas the percentage of males who felt poorly prepared or not prepared were: machine and equipment use, 24.5 percent; job interview skills, 23.8 percent; and job skills, 21.3 percent.

26. The major means of locating jobs were direct application to the business and through a friend or relative.

27. Employees expressed more satisfaction with their present jobs than with their first job. More satisfaction was derived from the work itself than from any other aspect of their employment.

28. Most respondents experienced only short periods of unemployment, if any at all.

29. Major reasons given most frequently for leaving their first jobs were promotion to a different company, going back to school, dislike for the job, and other.

Conclusions

Today society is giving education a critical examination. Stemming from this review is the belief that the high school is failing to give training that is relevant to the lives of students; that the programs are subject oriented with a failure to consider student problems.

This report is not designed to defend or accuse public education. Neither does the research attempt to suggest curriculum structure or content, but is an attempt to provide factual data from graduates that may assist the community in coming to grips with educational problems.

It must be noted that the respondents in this study are all high school graduates and thus constitute a select group of individuals. This prompts the observation that, generally speaking, high school

graduates are high quality; they have done well and are well respected on their jobs and in their community. The research strongly implies that the high school community should take a long look at their programs with their objectives pointing toward those that leave high school before completion. This percentage is still staggering and constitutes the educational challenge of the decade. Data in this study further suggests that the formal school program is designed for those continuing education at the post-secondary level and neglects the occupational development of those who plan to enter the work world without further study.

These along with other conclusive results of the research should be of interest to education.

1. High school graduates for the period of time represented by this study fit well into the fabric of American society.

2. The overall educational preparation of graduates seems to have adequately served the needs of those continuing their education and enabled those not continuing to secure employment and make reasonable advances in the occupational world.

3. The majority of high school graduates participating in this study engaged in some type of post-secondary education with a significant number completing training (50 percent). It is clear that post-secondary education was in two directions, approximately one-half entered college; the others entered a vocational program.

4. Vocational education programs were popular with high school students with a significant number completing four years of vocational training. It is further significantly shown that a concentration of

vocational education at the high school level is not a deterrent to college training. A significant number of those attending and completing college reported four years of vocational training courses. More girls than boys enrolled in vocational courses. It follows that in high school programs, vocational courses were more relevant to girls than boys.

5. Most high school graduates were employed and were progressing up the employment ladder. The rate of unemployment was considerably below the national average. The employment rate, the job satisfaction expressed, and the stability in employment of the graduates indicate that a high school education is a door to occupational placement and advancement.

6. Graduates did not experience occupational training in high school as evidenced by their inability to answer questions concerning occupational choices and preferences. It is probable that one or both of two situations existed: traditional vocational programs did not provide relevant and reliable training, or the school did not provide enough training options and that they did not stress a blend of academic fundamentals with vocational emphasis.

7. Job placement was signaled as a problem by graduates. The high school did not play a significant role in assisting graduates in locating and obtaining employment. Most jobs were located by direct application to the company, through a friend or through a relative.

8. Generally speaking graduates hold favorable opinions of their high school training.

9. A substantial percentage of the graduates reported that courses taken in high sc[illegible] were not beneficial to them in seeking employment. This supports the conclusion that the traditional approach fails to emphasize occupational development and that primarily educational objectives are centered on general and post-secondary education.

Recommendations

The public school, because of the increasing population, the growing needs of society and its youth, is becoming the major setting for providing teenagers with the experiences they require in the development of purposeful and meaningful occupations. This increasing, but different kind of school population, is making more and more demands on the school. The challenge of the school is no longer to work with select groups, but to change the educational mix to accommodate groups with varying ability levels and many different post school objectives.

Never before has it been demonstrated so clearly that for all youth, success in life is coming to depend on whether they obtain a good quality school education. Society becomes more specialized and complex with each passing year. The youth that has a broad educational background and special skill training with the flexibility to compete in a world dominated by automation and other technological developments will be successful.

Much of the information presented is not necessarily new. Other states and researchers have made similar reports. Nevertheless the study reveals facts about high school graduates and their impressions that can serve as an anchor for future educational development.

1. One of the perplexing problems and a tremendous challenge to education is the drop-out percentage. Evidence in this study shows that the student who does graduate from high school usually fares very well. Therefore the suggestion is made that careful program analysis should be undertaken with objectives aimed toward the retention of students in secondary school. Curriculum reform is not easy. Yet, it is without doubt that most educators sense the need for basic curricula change.

Obviously the practices of yesterday cannot be continued indefinitely. New planning must adjust to the realities of the present environment. Today's society imposes new burdens on the high schools; their students must be trained for social living and trained for work to make a living.

2. The high school should assume greater responsibility for guiding students into appropriate career decisions, training them to the extent possible, and assisting in placing them in entry level jobs. These functions should receive the same attention as academic guidance, training,and placement of students in post-secondary educational institutions.

3. It is evident that the average Louisiana high school student is not experiencing the process of occupational development in school. Students in this study were reluctant to answer questions concerning occupations. It was also evident that they looked beyond high school to obtain the necessary training. There seems to be a gulf of misunderstanding between the occupationally oriented student and the school. To bridge this gulf of misunderstanding, it is suggested that the curricular design be made flexible enough to provide students with

more training options; that traditional vocational programs be updated to relevancy. If this is to be a reality all school personnel must have a broad knowledge of the career development process.

4. This study presents only one segment of the needed information. A parallel study is needed to identify successes, failures, and needs of students who leave school before completion.

It is further recommended that this study be expanded to business and industrial establishments so that their experiences with high school graduates, as well as school leavers, as employees may be incorporated into curriculum planning.

5. Finally, it is recognized that education for occupational competency is a lifelong process. Students should be constantly made aware that high school graduation is just the starting point and that the secondary school should provide a wide range of vocational opportunities for adults and workers of the community and that vocational education should be included in the programs of most students. This study indicated that regardless of the career chosen vocational education was useful.

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APPENDICES

APPENDIX A

COMMENTS AND SUGGESTIONS OFFERED BY RESPONDENTS*

Question #11:

In general what were your feelings toward high school? (Check one)

_____Liked very much
_____Liked
_____Disliked
_____Disliked very much

Comments:

"I would like to be back in school."

"I liked high school, but due to the fact that I had to help out in the family dairy, I had very little time for social activities."

"Small, not enough activities."

"High school days were some of the most rewarding days of my life."

"I had very good teachers and a wonderful principal, which made it enjoyable."

"Mixed emotions toward school. I didn't get my fundamentals in elementary, so high school was rather hard."

"The reason was a lack of interest in studying."

"I wished later I would have put my whole self into high school and then attended college."

"High school prepared me for my future and I feel I have been rewarded. My life has been richer from it."

"My school years did enable me to achieve many personal and future goals. I can honestly say that school gave me security and happiness in my younger days and I was not anxious to graduate. To leave all my friends and teachers who had meant so much in my life was not easy."

"I liked high school--however--I did get disgusted and almost quit a couple of times."

"I like high school but if I had it to do over again I would study harder and try to make better grades."

"At first I didn't like it. Later I enjoyed going to school."

"Quite an exciting time in my life."

"It helped me a lot when I was going through trade school."

"No electives available. Although the electives were nil, I am of the opinion that the general curriculum was substantial enough to prepare me generally for college."

"It is essential in one's life to further your education by attendance high school, but it also teaches you to live with other people and make friends that can last a life-time."

"Disliked school at the time."

"No gold or outlook, when entering high school."

"High school, like college, was just great."

"Was happy to get out."

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*Comments and suggestions made by respondents have been quoted verbatim, including spelling and grammatical errors.

"It was alright but I wanted to do other things."

"The last two years were a real drag."

"Because of environmental factors and financial problems, it was practically impossible for me to feel as though I was in place, therefore I was not treated as other students. I felt much resentment."

"I completed high school at 17 years and 7 months. I felt it is too young to go into world unless continuing education."

"I suppose that I was an impatient young man. I knew what I wanted to do and didn't place much importance on high school. That of course is simply one persons opinion and should be taken as just that."

"As I look back now, I believe I wa[illegible]ke the memories more and more."

"I liked my courses and teachers and [illegible]rned a lot thru the courses I took."

"Enjoyed every phase of high school."

"I liked my teachers and fellow students and obtained a good basic education."

"Teachers and students can be so unfair. Rank for whatever should be by deeds done and not looks and who your parents are."

"Enjoyed high school because of close friends."

"They were offered at the time I needed a class."

"Liked it [illegible]he last 2 yrs.."

"I worked until 12:00 or 1:00 a.m. Also, bad sickness at home. Yet I enjoyed high school. My teachers were very understanding."

"I enjoyed the friendship of my fellow students and school activities."

"I did not care."

"During our years cirriculum was indeed very poor; we were forced to take agriculture; had no vocation courses, typing, bookeeping or drivers ed."

"Cirriculum at that time was incomplete insofar as business courses, languages, trade and physical ed."

"Courses were very limited."

"No one really 'likes very much' until they leave."

"Too much time spent on sports-praising good grades-openly downgrading poor students."

"I remember them as my fondest years."

"High school offered an opportunity to accomplish things on my own, to develop friendships, and to show expression."

"I was only able to take one year of typing toward a business course and no extra curricular activities."

"Looked forward to getting out and going to college."

"Too much teachers' favorites."

"Should have been prepared better for either a college ed. or trade school."

"More Industrial Arts."

"boring, narrow--I was shy."

"Uninteresting course work."

"Had had excellent training grades 1-8 in ----- High school."

"I enjoyed school--it was fun!!"

"Enjoyed every day of it."

"High school was the best days of my life--with extra curricular activities--I did take a few courses that I really should not have wasted my time with."

'Wish I had liked it more then and learned more."

"Enjoyed my high school days."

"I knew I had to graduate because my parents said they didn't have that opportunity that I had."

"Best years of my life."

"I liked as much as an average person would."

"I enjoyed it; sometimes I wish I was back."

'Wish I was still there."

"I enjoyed activities and most of my studies. Some of the teacher lacked an interest in young people and showed it."

"Growing up wasn't fun."

"At least 1/2 of my teachers were not interesting and did not present material in an interesting manner."

"I regret that I did not take advantage of learning in high school, I wish I had applied myself more."

"However, it was seldom stimulating (see #12 for exceptions). I liked college much better."

"The concept of a small high school made one-to-one personal relationship easier for me

"I made better grades in high school and thoroughly enjoyed my courses."

"I have enjoyed all of my educational experiences from 1st grade through post-graduate college level."

"I look back with very fond memories."

"I like school--the fellowship I liked--the studying, no I didn't like."

"Looking back on it, I like it more now than when I was there."

"I liked it because of the people we associated with, we were treated as young adults instead of children."

"I realize now--I pretended to dislike high school--a front--I don't know why--but actually deep down--I really loved studying and school!"

"I liked the close feeling between students and good teacher-student relationships."

"I enjoyed my classes, friends, and activities immensely. Some of my teachers were very much less than interested in me as a person or a student, though."

"Not enough structured discussions. Instructors did all the talking--ideas and viewpoints were one-sided."

"I was anxious to learn."

"To much play--not hard enough as to looking back."

"Greatest thing--loved every minute--prepared me for many things!"

"Three of the best years of my life."

"More emphasis could have been placed on making the subject matter more interesting."

"Liked."

"Senior year was the best."

"My days at ----- were some of the happiest of my life. Always to be remembered; very much a part of me."

"Did not have a choice of choosing electives. The electives taken were mandatory."

"I like them."

"I wish I was still in high school."

"I liked to attend as much as I could."

"Because they were easiest to understand to me and would help later in my career."

"I enjoyed everything about the school and its system."

"I enjoyed going to school very much. I got along with the teachers fairly well."

"I enjoyed the teachers and students very much."

"I like high school very much because it has helped me in getting where I am today."

"None"

"When I was in school it was just time I had to spend."

"The teachers were friendly and kids of course."

"Should have failed so I could still be in high school"

"I liked high school because it educates you in order to get better jobs."

"I liked high school very much because it meant education, but now I have realized my high school was cripple."

"Teachers friendly and understanding."

"I felt as though I were isolated."

"School had a pleasant atmosphere, friendly students and teachers."

"I expecially have remembered my teachers."

"Should have been more of a variety of courses and less extra outside activities like sports. Education should be stressed more."

"I enjoyed moments that will never be forgotten."

"Any reasons I may have had to be upset with school (at times) seem rather unimportant now or childish."

"I never cared for school in general. Students usually divided into social classes."

"I just wanted to finish."

"No trade and industrial courses offered."

"Enjoyed every minute of it. Learned very much thru extra curricular activities, i.e., 4-H, FFA, Athletics."

"If God had given wisdom to young people, I would have enjoyed it more and learned more."

"I felt very much a part of high school activities as they related not only to other students but also to the community."

"I enjoyed high school because there were no grouping off. Everyone looked at one another as equal."

"I enjoyed high school very much but I am sorry that I didn't try harder."

"Graduation from high school for me was not a happy time like it is for most--I cried."

"Liked very much; realized it more after graduation."

"I enjoyed my years in high school."

"I enjoyed my four years of hi school very much and consider them to be four of the most enjoyable years of my life."

"Those years were some of my best years and I thourghly enjoyed them."

"I enjoyed my high school years."

"I liked only some of my subjects but didn't like everything."

"Liked many of the teachers."

"Info I wanted was not available--it did help in college--after all I finished with fair grades and a degree."

"Study material liked; people associated with disliked."

"Indifferent."

"I enjoyed most of my teachers because they were interested in helping me and anyone wanting to learn."

"My high school days meant a lot to me. My only regret is that I did not go to college from there. I finished 9th in a class of 100 and had a scholarship offered to me."

"Couldn't afford to participate in as many activities as I wanted but liked most of my classes."

"Found to be very enjoyable socially but not very demanding academically."

"Very well prepared me for college especially the English and History course."

"Would like high school more now."

"Disliked high school because courses were of little interest."

"Part of my problem was lack of interest. My grades were hard to come by."

"At the time I recall all my feelings to be neither here or there. It was only after completion that I realized my likeness to my high school days."

"My senior year was the time I didn't want to miss anything and I took it all in."

"As in most places ----- had very good or very bad teachers. There seemed to be little recognition to the better teachers."

"I was very active in most of the clubs and plays sponsored by the school."

"Teacher clique made the situation very difficult. Very happy years--Especially enjoyed extracurricular activities."

"I appreciate my high school days now more than I did at the time."

"Everyone should complete high school."

"I liked the social aspects and some subjects."

"It gave me a feeling of security."

"I found it to be comparatively easy and therefore not very challenging."

"I would now be more attentive in school classes if I were given the opportunity to repeat my high school years."

"I was guided by teachers who took a personal interest in my future. They gave me self-confidence and encouragement when I needed it most."

"I got a lot out of word study and reading."

"My high school days were a total pleasure--no regrets about -----High!"

"Was interesting and helped aid me in my future plans."

"Enjoyed music (band). I wish art was offered then. Good English and Math background."

"Didn't like environment of school as a whole. People needed to be more friendly and honest."

"I was a "joiner" (as my father called me). I was very much involved in extracurricular activities."

"Best time of life so far."

"My high school days were the happiest of my life."

"My high school courses tended to bore me most of the time."

"Only wish I could experience those four years again. Most flourishing 4 years of my life."

"enjoyed"

"Agriculture was the most interesting."

"High School learning has proved very valuable."

"Not interested in education during that time."

"I wanted to become a secretary."

"I enjoyed school to a point. Now I wish I had really taken advantage of it."

"Standard were very high."

"College or vocational preparatory."

"At that time school itself with the extracurricular activities provided was extremely important to most students."

"I liked my last two years in high school but I didn't like Jr. high school."

"I had to work my way through high school and there was a feeling of dislike from the teachers as well as the pupils."

"Wish I had taken more interest."

"I suppose my feelings were about the same as the average student at that time."

"After realizing how important an education was I liked it."

"It never occurred to me to quit."

"There are several areas that I wish could be improved but did not realize it until college."

"Benefited from attending small school where teachers can give more attention to each student."

"Enjoyed some course better than others."

"My teachers made me feel like I was a real part of my school."

"Very happy time of my life, enjoyed academics, sport and extra-curricular activities."

"Enjoyed going to high school very much."

"I had my own problems when I was in school."

"Because I learn the important basis in high school."

"My surrounding teaches students and activities."

"I felt that I could have believed more if I was exposed to more meaningful activities."

"I enjoyed high school. I enjoyed being in activities and participating in athletics. (Basketball)"

"Could have enjoyed my high school experiences more if the academic curriculum was more extensive."

"I feel the curriculum should have offered many more courses to choose from, especially science and math courses."

"Liked high school but if I had used the opportunity wisely, college would have been better."

"I didn't like high school until I realized the importance of an education."

"Not enough courses offered."

Question #13

Why did you choose the elective courses you took in High School? _____*

Reason	Frequency
For college preparation	407
No choice--all that was offered	219
Limited number of electives	93
Way schedule was arranged	40
I enjoyed them	89
I liked them	43
Interested in them	83
Personal interest	41
Needed them	12
Interest in subject	89
Benefit me after graduation	86
Important in everyday life	34
Credit toward graduation	61
A well rounded education	34
Because they were easy	61
Business courses--May help to get job	29
Help get a job	43
Liked homemaking	54
Liked the teacher	21
No reason	26
Liked music	25
Liked Band	12
Influenced by:	
Counselor	8
Principal	3
Teacher	9
Parents	29
Friends taking course	28
Do not remember	25
Lack of counseling	13
Field I wanted to go into	8
Employment possibilities	6
Useful	3
Future Vocation	14
Something to do	10
Stay out of study hall	3
Wanted Foreign Language	11

*Summary of reasons given.

Career in/or as:	
Secretary	23
Business	35
Office work	22
Agriculture	14
Nurse	7
Teacher	4
Engineer	4
Medical school	4
Industrial Arts	3
Mechanics	1
Law	1
Just a career	12
To learn skills	6
Enjoyed working in shop	4
Liked Industrial Arts	2
Exploratory	3
Most popular course	2
"Stuck" with musical instrument	2
Challenging	10
Followed a general course	7
For a variety	3
Good teachers	2
Took all available	2
Hold my interest	8

Question #25

Which do you think is more important in getting ahead, hard work___or good luck___?

Comment:*

"I believe with hard work, good luck will come along."

"If you work hard & are honest, trust worthy, etc. you will progress and be a success."

"Hard work has helped me more in 15 years than luck."

"Both--you have to work hard and hope somebody notices."

"Also knowing right people to get one foot in the door."

"Luck is when opportunity and hard work meet!"

"Luck don't come very often."

"Luck doesn't hurt! One makes his own luck."

"Lots of hard work and a little luck."

"Very few people get ahead with good luck."

"Good luck doesn't last forever."

"Hard work, since that is all I've known all my life."

"Hard work makes luck."

"To achieve any goal you must work toward the goal."

"These days with not many good jobs, opportunities, both are essential."

"Little luck never hurts."

"When you decide what you want and go after it."

"To work for it is the only way I have ever accomplished anything."

"A good education."

*Comments made by respondents have been quoted verbatim, including spelling and grammatical errors.

"Both."

"A little luck helps."

"Ambition is the key word."

"Take responsibility (always do more than your part of the work, get all the experience possible)."

"Some of both because I know a boy that has a eighth grade education and he's assistant manager where I work."

"A little luck and a lot of ability makes a good combination."

"Work is the key that unlocks the door."

"Neither--most important is desire, ability, and knowing the right person."

"Getting along with others."

"You have to work for everything you hope to get out of life."

"What you learn from hard work can never be taken away from you. Luck can be a hit or miss kind of thing."

"Basically, hard work, but in some instances, it takes a little of both."

"With right breaks."

"Anything worth having is worth working for."

"Luck sure helps sometimes."

"Good luck runs out."

"And personality in equal portions."

"Your chances of getting ahead are better through hard work of course a little luck doesn't hurt."

"Hard work makes good luck!"

"You work for what you get."

"Sometimes good luck helps also."

"These days it takes both."

"You need a little luck, but mostly hard work."

"Know or meet the right people."

"Luck is what happens when preparation meets opportunity."

"I think they're the same."

"With a little work."

"Even if one has good luck, hard work must accompany it to maintain success."

"In most cases that I've seen it's not what you know, it's who you know that advances people."

"You won't get anywhere if you wait for luck to play it's hand, but with hard work you'll be more apt to achieve your goals in life."

"Both--work is very imp. but also is timing."

"Luck helps but I think hard work is the answer."

"I think a hard worker is more appreciated."

"Good luck and God sure do come in handy."

"A little of both is very helpful."

"Luck plays only a small part."

"Both actually, but mostly hard work which sometimes makes your good luck."

"One must work hard, but luck has helped me also."

"One makes his own luck."

"Sometimes luck seems to run out."

"Without hard work, there is no good luck."

"There is no substitute for hard work."

"Life and work are not gambles."

"In a business world the best qualified for the job gets the job."

"Knowledge of people and situations."

"It takes both, but mostly hard work."

"Life is full of good luck--but we have to work hard to fulfill it."

"Hard work first but luck helps."

"Nothing is given to you on a silver plate."

"Both are necessary for success."

"If you work hard most likely luck will come."

"Parents place in community made a difference to employers hiring you."

"If you work hard, someone will take notice and you will eventual come out ahead."

"The harder you work the luckier you will be."

"This may not show true at first but in the long run and over all it is the work that counts."

"I only needed the opportunity to prove myself."

"You need a little of both."

"A great deal of hard work but some luck, too."

"Unless good luck includes native aptitude and intelligence."

"A person can create opportunity."

"A will to learn."

"I didn't learn this soon enough."

"Combination of both."

"Lots of hard work and making your own luck."

"Ability."

"Anything worth having is worth working for--It is certainly appreciated more."

"Hard work produces good luck."

"When one really puts forth an effort, it will be recognized and will pay off."

"Also some luck or fate after the work."

"Though [illegible]ch a[illegible] damned important."

"Although I think hard work is most important, good luck such as being in the right place at the right time does help."

"Need some of both to get ahead."

"Hard work--good luck doesn't hold out for ever."

"Hard work brings good luck."

"Mostly work. But sometimes it helps to know the right people."

"Hard work is most important but luck helps."

"It takes both but hard work makes some of its own luck."

"Hard work pays off in dividends in the long run than luck does."

"I don't believe in luck, one has to make their own opportunities and take advantage of those that present themselves, this can only be accomplished through hard work and planning."

"Employers like enthusiastic, hard working employees."

"Hard work--essential; luck helps."

"Whatsoever a man soweth, that shall he also reap."

"Hard work, planning, and a little luck (in that order)."

"People rarely pass college exams with just luck; in my field if we relied on luck, rather than work and knowledge, we might kill someone."

"With a lot of hard work, luck seems to improve."

"A little luck never hurts, but hard work will be recognized in the long run."

"You can work hard all your life and get no where."

"If you ever hope to be someone of major importance you have to work hard, but luck will help."

"Luck is not a good foundation for a job."

"Hard work--it assures you of staying ahead, once you get there."

"I am just now getting ahead, and it took a lot of hard work."

"Also Personality and Sociable."

"Nothing in life is given to you--you must work for it."

"The harder you work the more success you will have in life."

"In Companies I have had contact with it was who you know that gets you ahead."

"Have to know what you want--your goal."

"If one depends on 'good luck' alone, what happens when it is 'bad luck'. One must make his own luck."

"Both, hard work mostly--I think both play an important part."

"It takes hard work you never get something for nothing."

"Good luck is of some importance, but hard work opens more doors."

"Anything worth having is worth working for."

"A little of both, mostly hard work."

"Both are somewhat necessary."

"Luck isn't much good without some ability to back it up."

"Luck helps."

"In most situations, playing politics was the most important."

"Don't listen to classmates who condemn you for hard work."

"If a person works and enjoys it, the good luck can come of it."

"Hard work brings good luck--you make your breaks."

"Also working on a job which one enjoys and presents a continual challenge."

"Well planning of choice of field to work in."

"Personality is first; training is second; luck is third."

"Hard work and good management."

"Both are important--hard work makes luck pay off."

"I know from experience (hard work)."

"A desire to achieve is needed."

"You make your own luck."

"Hard work 90% luck 10%."

"I try to forget my home problems and give my boss a clear mind for a full day."

"Hard work is a must, but good luck is also a factor."

"Good luck is not dependable--Hard work is best insurance!"

"I really think both have a great deal to do with your success."

"Determination and encouragement, especially from parents and teachers."

"Hard work can bring good luck."

"Actually a combination."

"Both are essential."

"Good luck not always there."

"Many top college grads can get jobs only through relatives or friends--much of life depends on who you know."

"A combination of both."

"The desire to succeed and have a profession rather than a job."

"A great deal hard work but need some luck to get the right position upon graduation."

"Combination of both with most emphasis on hard work."

"It takes a lot of both."

"Luck helps tremendously."

"Both helpful!"

"A person makes his way."

"Marry well."

"Luck helps, but you have to work to make it, the job, count."

"Good luck is a frame of mind."

"Luck played a part, however."

"Being content in your field. If you are working in a field you like there is pleasing, self satisfaction. We best at things we like."

"By putting all our faith in God is the most important thing."

"Because of hard work you make your own luck."

"Things worth having don't come easy."

"Both--hard work will usually get or make one have good luck in contacts etc. Hard work usually sustains the person in the long run."

"Hard work and the ability to recognize and take advantages of good luck."

"I could never depend on luck."

"Hard work and good luck makes a good combination."

"Also look for better opportunities."

"Luck only comes to a few people."

"Understanding work important."

"Without hardwork, planning, and study one will go no where."

"It also depends on the ability to adapt to situations."

"Almost anything can be accomplished with hard work."

"Hard work is necessary. One must work to get what they want."

"I think hard work is essential but, unfortunately if one is lucky enough to know the right people he goes faster and further."

"Pick a goal and work toward objective."

"A lot of common sense."

"Luck comes and goes. Work is dependable."

"Hard work will get you only more work."

"Because if you don't apply yourself, you won't get anywhere."

"Getting ahead is over-emphasized. Enjoying one's work makes one work harder and is much more rewarding than a fat paycheck."

"Hard to say."

"Hard work has a way of bringing good luck."

"Also, good luck in meeting the right people at the right time. Faith or God's Destiny."

"Hard work and no play makes Joe a dull boy. Luck is when opportunity meets preparation."

"I wish my parents had given me more backing and pushed me harder; I know if they would have, I could have done much better."

"Hard work is usually noticed but being in the right place at the right time is a form of good luck."

Question # 26:

If someone were to offer you two jobs, one a secure job with an adequate income, the other not so secure but with more opportunity for advancement, which one would you take: _____Security, _____Opportunity.

Comments:*

"Few jobs are totally secure."

"It's just a good feeling to know you have a secure job."

"Each new opportunity will broaden your education and will prepare you for other jobs."

"Opportunity can be found almost anywhere."

"This is what I am into now--but!! must look at types offered, would make difference."

"I wont be able to work all my life, so I would want some security when I retired."

"I am a farmer."

"Opportunity doesn't come too often."

"Security oriented jobs leac to stagnation and routine. Also usually have a fixed level of accomplishment."

"I would have to know what my personal situation was to make such a decision."

"Security does not open the door to happiness and only by being happier can you put all of your strength into a job and do the best that you may offer."

"Bird in the hand is better than two in bush."

"Encourages work and wisdom both ecential in the world today."

"Depending on salary."

"I like to have a secure feeling."

"My career illustrates the latter."

"Person can always find a job with security."

"It's like driving a nail into a board. With a number of good hits, one can relatively easily drive it home, but if one would try to drive it in with a couple of good hard hits, there is a chance of the nail bending and not going in."

"If you like challenges take opportunity."

"I think this is a good example of some people being luckier than others."

"A good job is hard to get, so when you have one take care of it."

"If the seme question was put forth at the early age of 18, I then would have chosen security."

"I like to know where I stand at all times."

"Security is a good thing to have."

"With good security, you can create all kinds of opportunity."

"Since I have a husband who has a secure job, I would take the one with opportunity for advancement. If I were solely responsible for the support of my children, I would take the secure job."

"The more opportunity the more security."

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*Comments made by respondents have been quoted verbatim, including spelling and grammatical errors.

"You have to look at the long-range plans."

"Prepare for the future."

"Both"

"Ambition and hard work often lead to opportunity and security."

"At this stage of my life the unemployment rate and the elimination of jobs would force me to take a job which offers security."

"The more science and math courses that one could take, being prepared I think. I think giving the opportunity anyone with confidence in himself can handle his own security."

"The job that best suits my interests."

"I chose security for myself but would advise opportinity for others in a different situation than myself."

"Always look ahead for better things."

"Anyone willing to work can always be assured of security."

"One should set his goal high in life, take ever opportunity he can to reach it."

"A job to me is merely a means of supporting my interests."

"Being a female I prefer a job with security."

"Opportunity to prove ones ability to himself as well as others is security."

"Security would have been my answer until I became a Registered Nurse. With that case, security and I would seize any opportunity for advancement now."

"My husband has taught me this fact of life. Security isn't everything. Liking what you do and working conditions mean more to us."

"Security is the most important when you have bill to pay and a family to feed and clothe."

"That's a tough one!"

"In the long run security is the best choice."

"If you try your best their is always advancement somewhere."

"Because security tends to lead you into a rut and is less interesting."

"You may have the opportunity for real advancement in a certain job."

"With opportunity you can gain security."

"The association with people is the key to success."

"If you work hard enough, you're more apt to advance to a better job."

"The one that offered a challenge and opportunity, but by the same token not if it didn't fulfill my inherent talent for the job."

"A person should advance themselves if it's at all possible."

"If I had no family I would take opportunity."

"I have confidence in myself."

"Today opportunity--10 years ago security."

"Opportunity gives an ambitious person a chance to venture out and beat out boredom."

"This to me would be dependent upon whether or not you were the only source of income for you and your children or family. Since I would have my husbands income for security, opportunity would make my working worth wild."

"Self confidence in ones own ability to make opportunity security."

"I like to know where I and what I can depend on."

"Hell a job when there is opportunity for advancement, you enjoy the work and will or it man the lucky you will have security."

"If your work is good enough, the income will increase."

"A person should always reach out to increase his ability."

"Rather have a steady income to depend on."

"Opportunity would have been selected at time of graduation but security has priority now."

"Nowadays no job is absolutely secure."

"There are no secure jobs today."

"No job is complete secure, I would rather have a job with challange."

"There would possibly more freedom for thought and experience while working your way up. Possibility of more interested work."

"I like the chalange of learning new challanges of learning new skills and techneques."

"One can always find a relatively secure position."

"A person that works each day needs to advance on his work instead of doing the same job day in and day out."

"I am too ampituous for a job with no challenge and no future."

"I think security much more important advancement will come later if you work hard."

"Both only if it interest me."

"In my case, opportunity, in civil service now and of course depending where you go always room for advancement. I like rotating, and it improves your view pts. on a larger scale."

"This cannot be answered directly because other things are to be considered."

"Security is peace of mind."

"With the cost of everything today jobs that pay well mean more to a growing family."

"A specific job does not have to be a final answer to one's livelihood."

"I find that I get stale if I stay in the same position too long."

"I would take the job I would enjoy the most."

"I am a married man, therefore security is more important to me."

"Depends upon the type of job."

"One tends to try harder in a competitive atmosphere."

"A job at this point in my life would be one which would be a challenge creatively."

"A person who works hard will always have security."

"Might be different if were sole income for family unit."

"If the job were one in which I had interest."

"Security is important to me. Most women probably feel this way. I'm just not a gambler!!"

"Rather difficult to say, security is also very desirable."

"I would have to know more about both jobs. One may not be to my likings."

"When you have obligations you look for security."

"A secure job with regular income, even if the salary was not as much."

"What about pay??"

"I need to feel that I have the 'chance' to do better."

"I would go for the advancement because it produces more income and more income produces its own form of security."

"Both are necessary and both are obtained in one's job if prepared and effort is exerted."

"I like to eat regular."

"Stability and security is good but in order to advance you must take chances to reach the goal that will satisfy you."

"Security means more to me than taking a job not being sure if I'll be there next week."

"You can depend on a secure job."

"I would look at the job from the point of the amount of effort I would be able to put into it and what I could do to make it a more secure job with a lot of hard work."

"It's always nice to have security, something you can depend on."

"I'm supporting three children without any help from their father, so it is extremely important that we have a steady income to depend on."

"I like security."

"I have obligations of a young family that are going to exist for the next 20 years and then will be over."

"This would depend a lot on the job."

"Have many friends who chose security, but are unhappy with their jobs and are not earning the salaries they could earn."

"Would depend mainly on type of job."

"Should not be content to stand still. Sense of accomplishment comes with advancement."

"Bad question--would require careful analysis."

"Being married, with a family, I would be foolish to turn down necessary security they would need."

"Like security best, but the opportunity for advancement should also be looked into."

"I like a challenge."

"Depends on whether I was making a career or not."

"If you work hard and supply yourself you will get the advancement you should."

"I have enough skills to know that should I fail in a new job I can return to my old job."

"I would work hard to try to reach the top."

"If I had only myself to consider the opportunity would be appealing, but as a housewife and mother, <u>if</u> I worked, steady income."

"I would take the one I could do the best and liked the best."

"If we cease to grow, we cease to live."

"Security is important, but life also must have some challenge."

"I think a man should always try to better himself."

"This, too, falls on person. One has to think of family and future, whether the job is likeable or not. Why take job not knowing if you will have one tomorrow? Leave opportunity alone and take security, eventually advancement will come."

"If the job is not secure, the opportunity won't be much help. You must have security to be dependable."

"A job without possible advancement could get very boring."

"If there is a lack of opportunity, there is a lack of hard work and interest."

"Question is too general for direct answer."

"I would take the job that would interest as well as challenge me."

"I'd try to find both in one."

"It just turned out that way."

"I'm still looking for opportunity."

"If one has the opportunity he can always succeed. If I had a job with no opportunity, I would find another one."

"If I worked I would have the responsibility of supporting my family. I couldn't take chances with that."

"I believe this day and age everyone needs security."

"I don't believe anyone should stick to a job he doesn't enjoy for security, but use good judgment, and if opportunity is there, take it."

"Security is an important step toward success."

"Because I'm married."

"Obviously this depends upon one's definition of "adequate" and "not so secure."

"If this were available in Shreveport, out of necessity, I'd have to choose a secure job with an adequate income with no opportunity for advancement."

"However my wife makes a fair salary so we don't owe much money, so we have security."

"Could lead to more money."

"This, of course, depends on family responsibility, etc."

"I don't have to worry about security as I am married and my husband makes a good income."

"Security is easier to find than real opportunity."

"Opportunity if I enjoyed the job."

"This is what I did--make security out of opportunity but never vice versa."

"I'd rather have both."

"I would take security in this day and age, but if I were a man who wanted to advance maybe, it would be opportunity."

"Would depend on the job."

"I would rather have a secure job with pretty good income for my family's protection as long as I enjoyed my work.

"I am an opportunist and working always for the 'the skies the limit'."

"Answer depends on factors involved."

"I am a stock broker which has very little security."

"My income would be supplementary--if it did not work out, I could look for a more secure situation."

"If that job fell through, I believe I'm qualified to get another."

"I am self employed."

"I have neither a secure job nor adequate income--rather ambigous question."

"In sales, I more or less wrote my own paycheck which I made big by hard work. I feel that if a person has the opportunity and works hard, the security will follow."

"I am married and have security from my husband."

"I would be more interested in opportunity."

"If I were the sole support of a family, I might take security."

"I am not money motivated and my aesthetic desires are being met."

"Would have to have more details."

"But would depend on the challenge of the job."

"I have two children to support!!"

"This may depend on the salary I make and the money I need to live on."

"That would depend on type of job, financial and marital status, etc."

Question #55: (Part A--High School)

What suggestions would you make to your high school and/or post-high school institution (if you attended one) concerning improvements in training programs?

"More stremuous college preparation; more of the liberal arts-expressions in the arts; broader choices in the social sciences."

"I feel that councelors have given all our schools a much needed avenue. With career education on the upswing, it will be well for the students to become more aware of the advantages of some vocational courses."

"Concentration on courses that directly lead to practical application and gainful employment after graduation. For example: Accounting for bookkeepers, welding for welders, automechanics for mechanics and technicians, etc. I don't think college is for everyone and I feel that when I was in high school there was a social pressure for all to attend college."

"My high school has come a long way in offering vocational training to students, I believe that this aspect of education is very important and was almost completely left out when I was in school and therefore I see people my age without employment because they lack the training necessary to obtain it."

"The institutions need to better analyse the individual student's needs and help prepare them develop skills for immediate employment, if they chose not to attend trade-schools or college."

"Guidance counseling should reach into elementary grades. By the time students reach junior high school levels, their interests and abilities should play a more dominant role in curriculum structure. I am in favor of a far less structured teaching-learning situation than what I experienced. The development of more open situations,however, depends on the quality of instruction and the responsibility of the students. Teacher training must first be modified to a greater degree than has occurred in the last decade to provide teachers who actually guide students in learning situations."

"Try and impress the importance of a Good High School Education to All Students. If they could only realize its importance to them. It is a must today in any thing they may do."

"Need to offer more special courses in vocational studies."

"I think there should be more programmed learning because I fell behind in math and I was never given a chance to go back and review what I did not learn."

"Person planning curricula and assigning teachers to teach advanced classes should be positive that the assigned teacher can "stay ahead" of the students."

"I think a guidance counselor is very important and every school should have one. If I would have had a counselor I don't think I would have make the mistake of going to Beauty School. I think I would have went to college or took a business course."

"High school teachers should be screened before employment to assure that they are well qualified to prepare the student for college or vocational training. Guidance with students should begin when they are freshmen, not when seniors. Emphasis should be placed on correct study habits and the theory of positive thinking."

"More job skill training for non-college bound students coupled with career counseling for all."

"First find out what the person plans to do after high school and prepare him with subjects that will help. Everyone should take typing and bookkeeping."

More actual experience in working on a job."

"More vocational training."

"More vocational training for the non-college bound."

"Let the student choose his own course of study as much as possible."

"More emphasis on skills useful in an urban society; less interest on teaching obsolete courses; fewer recreational electives; more cultural electives; more cultural electives such as speech, foreign languages, art history, etc."

"A high school should offer more training in a profession, for the student, in a certain job for the vacinity in which he lives."

"I think we should stress more on themes and phrases and vocabulary study in our English classes. Chemistry should be stress more."

"Get more courses which pertain to job skills, such as auto mechanics, carpenters, plumbers, sheet metal, electrical and other trades."

"As many students do not attend other learning or training centers after graduation; some vocational training should be done to prepare them for the job force."

"Older students (seniors) should be treated as the young adults they are. They are no longer elementary students. Many will marry immediately or go to work."

"I would recommend establishment of courses to include information concerning the following: income taxes, bonds, trusts, handling of estates, banking, financing, real estate, insurance. These and other related topics generally are faced by all young and inexperienced adults, yet little preparation to handle these matters is gained either at the high school or college level."

"In my personal view, something should be done to help prepare students in some type of skill. Not everyone can go on to further his education. So what are they to do?"

"More career training."

"A person in high school needs to do much more reading than I did when I was in school. It would have been particularly beneficial in my occupation, but any student would benefit. I believe most students entering college suffer from a weak vocabulary and assigned reading of various novels and short stories high school would help overcome deficiency. I believe a reading class would be very much in order, one in which students would do nothing more than read and perhaps make oral reports on assigned books."

"Students will learn better if they know how to solve their own problems and when to get help."

"I would like to see the present student body more informed than we were and I believe they are. In small communities the young and some older citizens don't realize the opportunities they have other than the most obvious."

"Put more emphasis on training for future work instead of stressing point of attending college just to go."

"Have special courses to prepare students for college courses."

"More vocational training."

"I don't suggest any radical changes. I find basically high school should stick to the three R's and strive to give the student direction and encouragement. It whoud equip the student to do his own thinking and stand on his own so he will be able to live as a productive human being. I don't feel like we should turn our high schools into trade schools."

"I would like to make at least two suggestions. (1) a strong vocational program for those that don't desire further education, (2) strong counselors to guide and help students in choosing the best course of study for them."

"Stress the need to elect the courses most suited for the post high school program and apply self."

"Teach students how to make a resume, and how to go to an interview. The first impression is the most important."

"The training now, I feel is better than it use to be as far as preparing students for college. I think you should try to also add something for students not planning to go to college. (welding)"

"High school should provide students with the skills need to obtain jobs. And familarize students with the various careers."

"I would suggest that the school try to give the student a better understanding of how important it is to know what he or she wishes to accomplish in life and do so by making sure he or she knows exactly what it will take to succeed in the profession he or she chooses. Help he or she fully understand what that particular chose field entails."

"To all High School please try and get an Education. Take from one because I wish I had. It may seem hard at first but college is the answer. If not you end up like me."

"Provide many courses for students with high academic standards. Make students work harder in high school in order to prepare for college--Good study habit very important."

"Most training programs fine as are. Problem is in trying to make student understand important of school and apply himself."

"More emphasis on math and science for college bound."

"Have a guidance counselor that would suggest getting more college education before anything else is advised."

"Require more specific instead of general courses to prepare you for post-high institution."

"Should place more emphasis on vocational training courses for both boys and girls--less history and advanced sciences and more training wither direct or on the job."

"Get all the education you can."

"More electives and less required course such as history and sciences."

"There is nothing high schools can do to prepare a person in the line of work other than reading, writing, arithmetic and spelling. Need on the job training."

"Train children to make a living for themselves. Not every student is college material. I think the time has come for our high schools to bridge the gap for the student who gets out of school and doesn't plan to continue education. Train students in vocational field as well as basic academics. Help him to determine field best suited to him."

"My school was easy and did not prepare well for college--could not compete with students from larger schools--Teach self-discipline."

"Give student more incentive, take politics out of school--hire teachers, then coachers."

"Some type of technical training--not take the attitude college is only answer to secure life."

"Teachers should try to find the potential in a student, not treat him like a number--Teenagers give a strong outward appearance but inside are insecure and need guiding--Older teachers should step down when students become a pain instead of a challenge."

"Need career education."

"Attendance and graduation necessary to all profitable employment."

"Employ full-time guidance counselors who care about students."

"Bring in more foreign languages and more vocational training. Try to shift the emphasis from grades to learning just because its fun and makes you a better person."

"C.O.E. -- D.E. programs are great."

"There was no counselor or training programs when I went to school. I think they are tremendous in training young people for jobs."

"Offer courses that will prepare or help young people for what they plan to work at after graduation--whether it be college or plumber. Have open discussions about problems that face them--sex, drugs, etc."

"To inform a student as to what is available--types of positions and the training programs needed to work in that area."

"Have more job training programs. Such as the plan where students taking business courses are able to work in some type of clerical work. This could also be applied to other courses."

"More guidance."

"Wider range of courses."

"More training for people not able to attend college. More training for basic jobs for people who do not plan to go to work but later may have to."

"Prepare yourself for a well-rounded education. The job you plan to get may not be available."

"Stress college prep courses for those planning to attend. Provide more technical, vocational training for those who do not want to go to school."

"More supervision of teachers to see that students are actually progressing."

"More vocational courses and direction for non-college preparatory students."

"Create more desire to think on one's own than memory-type learning. Learn not earn grades."

"Higher academic standards for those planning to go to college. More electives, such as, drawing art, engineering."

"Offer more courses. Arouse enthusiasm!!"

"Prepare students more to the fact that hardwork is not going to hurt them."

"Determine student interest before 9th grade and guide them in that direction."

"More records, filmstrips, visual aids, more open discussions and student participation. Urging students to work to their fullest capacity without holding them back for weaker students. More actual experiments and training without simply lecturing in what ever areas this is possible."

"Need to add more courses to train students for specific jobs."

"More training programs."

"The addition of courses for training students in specific skills. Examples: welding, carpentry, plumbing."

"More training in fields, like small equipment repair, basic everyday things, like changing tires on cars."

"Have more opportunities for students to observe various occupations. Make sure students have good math and English teachers."

"Offer more college preparatory courses. Place at least one counselor in each school. Reduce number of pupils per class."

"More time allowed for student participation in actual experience situations; less emphasis on book, more on application of techniques and methods learned--in other words don't tie these students to the classroom to the extent they presently are."

"More student participation in learning activities--in my field you learn best by doing."

"Steer students into area where their abilities fall and not try to make all students college material."

"Try to make every student aware of what to expect in the business world and academic world."

"More counseling concerning courses that will be taken in college."

"Need to talk with students before senior year to find out what they want out of life to help them plan their course work."

"More actively pursuing students about vocation and not waiting for the student to seek out counselor."

"Students should be told the truth about the business world. It's a cold ruthless game, and no place for a dreamer."

"Short term 'extra' courses for purpose of special skill such as typing for students who will need this in college, but are not interested in an office machine course--perhaps a 6 wk course before or after school--other skills as applicable."

"Encourage students early to determine job preferences through seeing what kind of activities are involved and through testing of interest and skills to better direct study course."

"I think the Office Education Program is a great aid. I feel more programs such as this should be established."

"When first entering high school be pretty sure of what you want to do after graduating, and plan for this when choosing your courses, try to stick with this decision, if possible. Most students need counseling to help them decide just what they want out of life."

"More practice--less theory."

"Include in these training programs professional people from private enterprise, etc. --to get more insight into what the world and jobs of the future will really be like."

"In the 2 years I attended W.M. I received no counseling as to my interests or plans after high school. Maybe it wouldn't have helped anyway because I didn't know until Spring of my senior year that I was going to college."

"Provide field trips and speakers from local business and industry to familiarize the student with a vocation. Demonstrate the importance of each course in a vocation."

"Give students some idea of the job opportunities available in the real world. Stress the need for an early decision on a vocation and a concentrated effort to achieve that vocation and that college is not for everyone.

"Make sure all students going to college are well drilled in the fundamentals of English and Mathematics."

"Do away with the present A B C D Fail grade system. Instigate a pass fail system or student evaluation system. Also do away with the curve grade and student competition for grades."

"Needs more job training programs since so few attend college or desire to."

"Smaller classes, more effort to help individuals develop their particular skills--In other words closer attention to the individual."

"Help prepare future college students for the tremendous amount of studying and required work in college courses. I knew very little about research papers (term papers, etc.)"

"More understanding between teacher and pupil; parent and teacher."

"At the time of my graduation, we had absolutely no guidance counselors. This is essential for helping you select the correct subjects for your chosen career."

"The main thing that I can think of would be to add more elective courses that a student could choose from that would better help them in a particular trade or job."

"There should be vocational training or I should say more. High school should prepare for jobs."

"Attempt to get more students interested in subjects and programs best suited to his or her skills and talents."

"Offer more job/skill related courses. Fewer academic."

"More vocational courses for those students who do not plan to attend college and more advanced courses for students planning to attend college."

"Courses to be governed more toward vocational training. I believe some courses in the line of trade school courses are needed in high school. I also believe math courses are to be stressed. I have found that math has a place in everybody's business."

"More work details that are used in the Business world."

"Include sophomores and juniors in guidance counseling for training toward future employment and the possibilities of what it may be."

Offer students a greater variety of courses to benefit them after graduation."

"Try to be understanding with problem students. What may appear to be an unconcerned attitude can be a very serious problem that is affecting the student emotionally as well as scholastically. I will never feel I received the proper attention."

"I think a person who knows he isn't going to college ought to be given intensive vocational training the last one or two years."

More vocational and distributive education. Less college preparation except for those students who specifically intend to attend college."

"A program of on job training for students if they desire and if the jobs are available."

"It is my belief that if I had been encouraged more by my teachers and parents, I am sure I would have done much better. During my 4 years of high school, college was not mentioned to me except once a year at a student body meeting."

"As a student just out of high school I had no idea what I wanted to do or what a job was really all about. I would suggest that the students be trained by individuals out of school system for jobs and have business men come in and explain what they do and what they expect of their employees. Two month courses in several different jobs would help a student decide what he likes and dislikes."

Stop emphasizing on so much sports and more on job skills."

"Less theory and more practical experiences."

"Giving a student a little more outlook on life and vocational jobs available around his community or city."

"Making it more relevant and interesting to the students."

"Specific training in vocational areas for those people not going to college."

"Better counseling program and creating industrially oriented high schools."

Question #55: (Part B--Post-High School)

"Need more on-the-job training; or in the case of education, earlier involvement in the program."

"Train for life's work--assist in job placement."

"It's been 9 years but I think better advice on the world of work. More realistic teasing methods."

"More emphasis on facts of life concerning cost of living, salaries jobs pay, cost of training for better paying jobs."

"College curriculum should be arranged so that they will be more practical in terms of 'earning a living.' Many required college courses have absolutely no value--other than the fact that they are 'required.' "

"As for college, I was not prepared for college life at all. I should have had more counseling on this in high school. I was thrown into it and I was afraid. I did not understand it (the courses) and after a while when I felt I could not make it, I gave up and quit trying--I just wanted out. As for business college, it was a breeze and I enjoyed it."

"Too many unnecessary courses are required for a degree."

"Only one comment concerning education major--more time in the classroom and less in boring education classes."

"Students who plan to teach should have more experience in classrooms where they will be teaching upon graduation."

"Counsel students to be more realistic as to future needs. Cut out lecture type classes which leads to memorization on tests. More class participation in courses in the form of essays, debates, panels, etc."

"Do away with the 'curved' grading scale. This only produces people who <u>think</u> they are smart. Emphasize whole <u>self</u> development. Provide more freedom in the choice of courses that one may take. Do away with antiquated teaching procedures imposed on the instructors by the school administration and petty politics."

"Greatly improve education courses so that <u>practical</u> information can be obtained and utilized in classroom situations. Get rid of busy work."

"Offer earlier guidance and information on career opportunities. Most high school graduates have no idea what they want to do or can do."

"More courses in each major field should be required. College and university students are required to take many courses which are of no use to them in later years. In the field of education, future teachers need more courses in the methods of teaching."

"Introduction to major course of study before junior year."

"I think my college could improve by being more contemporary with all of its course offerings, more practical experiences should be offered the student such as expanded intern programs, lectures, getting down to practical current issues in business, gov't, science, and other disciplines."

"Requirements in General Studies should be reduced. The individual should spend more time and effort in the area of concentration."

"More emphasis should be placed on the applicable mechanics of the student's profession or vocation instead of the traditional theoretical application."

"Most universities and colleges already have extensive training programs. The job for the student would be to gether information on the particular institution or training center and determine his or her preference."

"A more realistic forecast of job opportunities pertaining to your chosen field."

"Teacher trainer institutions should provide more realistic courses for students training to teach. They should begin at the freshman and sophomore levels, rather than junior and senior level. This way these people would be better trained and informed about education as a profession."

"Again the institution should involve the student in more real life problems and situations."

"Get instructor who are sincere and can relate to the students. Get teachers who know HOW TO TEACH (not just the subject matter) Get guidance counselors who are 'good at it' and let them spend their time guiding the students into the fields which suit them."

"With all the business courses I've had and did well in, I could never find a job using this experience--reason--no one would hire me without any experience."

"Support vocational and technical schools. To me these are just as important as colleges."

"Eliminate 9/10 of the required subjects not related to major course of study and allow much more freedom in selecting subjects of interest. A General Liberal Arts major prepares you for nothing and is of little value on a crowded job market."

"There should be more Trade Schools throughout the State so they will be easily accessible to all students who desire further training in this area of work. College and university courses are not for everyone and those who choose non-professional type work should be adequately provided with opportunity for training."

"Increase in emphasis on technical skills and preparation for technical vocations while maintaining academic opportunities."

"College and Trade School--certification of meaningful studies; offer a balanced curriculum of professional and vocational courses in balance according to career choice."

"I feel colleges fall short in preparing students for careers. There is not enough emphasis on the major field. Students need to train for careers through more job training. Too much emphasis is placed on classroom lecture and written examinations."

"Allow more flexibility in student program, with advice in how to use that flexibility for best advantage."

"Make student aware of real life business or professional world situations and prepare him to deal with them. Integrate classroom and book work with practical applications."

"Need more on-the-job training. Students with a head full of theory and no experience are often disillusioned by actual working conditions."

"I personally feel that the colleges of education throughout the country need to take a good long look at themselves."

"Less dry lecture; more on the spot experience."

"More preparation before student teaching in the actual classroom situation. Better training in one's minor field."

"Do not lose sight of the value of a liberal education as opposed to a technical-oriented education."

"Provide employment statistics concerning salary, supply and demand. Update the curriculum to meet the demands of a changing world. Provide an efficient and effective placement service."

"Make a better effort to aid in employment after training."

"Make the information more valid for everyday living rather than being book centered."

"Provide better counseling services beginning with entrance into the institution particularly in the trends and opportunities of careers. Some effort should be made to determine your suitability for your career choices and help in determining alternative means of action if this is needed. Instructors should be qualified and should have the ability to teach. Course should be reality oriented with practice as well as theory emphasized. In both institutions the fact that good counseling services are available should be made known to the student. The lack of good counseling services in schools is one of my biggest concerns."

"More effort be made to help student see the needs, problems, and opportunities of particular field of study rather than just learning of facts and past achievements."

"Provide meaningful instruction. Show a genuine desire to help students. I was very unfortunate at -----University to have instructors who were there for the sole purpose of making a name for himself by publishing papers. Instruction there was secondary. I believe it is more so today. A degree from ----- means very little to local industry."

"Learn how to apply book learning to situations encountered in job situations. Need to make course work more relevant to real life situation rather than dream-like world most schools are in."

"The entire program leaves much to be desired. New and practical leadership is desperately needed in this institution."

"Do not try to make the student think he is going to have the world on a string just because he has a degree."

"(More people should attend a two-year trade school. They will there learn an interesting trade which will help them earn a very decent wage.) The colleges as such should offer courses in academia for teachers, researchers and people wishing to become "educated."

"Insure that teachers that want to teach and not just do research work are hired. Research profs are great in graduate school but lose a lot of talent for the university when they 'turn-off' the under grads."

"1) Attempt to give the student some skill rather than producing walking encyclopedias. Few industries want individuals who are loaded with facts and figures. Rather, they desire employees with technical and semi-technical skills along with a broad educational background. 2) More emphasis should be placed on term projects, discussions and practical performance than on examinations in determining a student's grade in a course."

"Encourage students to take practical courses which will help them in everyday life."

"The mind can grow so much faster when it is given questions to explore instead of answers to memorize."

"Professors should take some education courses. The poorest teaching is done in college."

"Take more time with average students or below average students. They are the ones that need help to become useful citizens. Many have great potential if encouraged."

"Decide on what you want to do after high school and take subjects that will help you in this field."

"You might counsel more with individual student about their future and help them select vocation."

"More training in actual situations which occur in everyday business life."

"Students will learn better if they know how to solve their own problems and when to get help."

"Put more emphasis on training for future work instead of stressing point of attending college just to go."

APPENDIX B

Parishes Participating in Study

Avoyelles
Beauregard
Bossier
Caddo
Catahoula
East Baton Rouge
Franklin
Jefferson Davis
Ouachita
Richland
St. Landry
St. Helena
Tangipahoa
Vermilion
Washington
Winn

APPENDIX C

Guidance Counselors Participating in Study

Mr. David Bannister
Mrs. Betty Barnes
Mrs. Sadie Bodden
Mr. Earle Broussard
Mr. George Brown
Dr. Gene Byrd
Mr. Clyde Cloud
Mr. V. E. Craig
Mr. Glen Daughtrey
Mr. Waldon Donatto
Mrs. Geraldine Fletcher
Miss Dorothy Geisel
Mrs. Oleta Goodman
Mrs. Ruby Hamlin
Mrs. Lennie M. Hanchey
Mrs. Essie Holt
Mr. Tommy Hymel
Mrs. Peggy Jacob
Mr. William D. Kirby
Mr. Charles Kirkfield
Mr. J. P. Landry
Mrs. Jonnie Lanier
Mrs. Marian McCathran
Mrs. Edleen Marczak
Mr. Tommy Moore
Mrs. Camille Newson
Mr. Johnny O'Connor
Mrs. Margaret Oscar
Mr. Robert Payne
Mrs. Elaine Pesnell
Mrs. Maureen Plunkett
Mrs. June Reynolds
Mr. Reginald Reynolds
Mr. Ronnie Rigdon
Mr. Clarence Roy
Mr. B. L. Sandifer
Mr. Burton Saucier
Mr. Ted Simon
Mr. Ellie P. Stallworth
Mrs. Lou D. Stroud
Mr. Aaron J. Thompson
Mr. Linnie Wall
Mrs. Merrilee Warren
Mr. C. H. Watson, Jr.
Miss Lucille White
Mrs. Idella Washington
Mrs. Lorraine Wilkins

APPENDIX D

OCCUPATIONAL EXPERIENCES OF LOUISIANA HIGH SCHOOL GRADUATES

VOCATIONAL AGRICULTURAL EDUCATION
LOUISIANA STATE UNIVERSITY
Baton Rouge, Louisiana 70803

October, 1972

INSTRUCTIONS: Most items in this form require only a check mark to record your answer. Your comments will be very much appreciated.

PART I. GENERAL INFORMATION

1. Sex: _____Male _____Female

2. Marital Status: _____Married _____Single

3. Year of graduation from high school:_____

4. Father's (or guardian's) annual income: (check one)
   _____Under $3,000
   _____$3,000 - $4,999
   _____$5,000 - $6,999
   _____$7,000 - $8,999
   _____$9,000 or above

5. Mother's annual income: (check one)
   _____Under $3,000
   _____$3,000 - $4,999
   _____$5,000 - $6,999
   _____$7,000 - $8,999
   _____$9,000 or above

6. I consider my parents' status in the community to be: (check one)
   _____Very important people
   _____Just average people
   _____Not important people

7. Father's education: (check one)
   _____Less than high school
   _____Completed high school
   _____Vocational school
   _____Business school
   _____Some college
   _____College degree

8. Mother's education: (check one)
   _____Less than high school
   _____Completed high school
   _____Vocational school
   _____Business school
   _____Some college
   _____College degree

PART II. HIGH SCHOOL EXPERIENCES

9. High school curriculum followed: (check one)
   _____College Preparatory
   _____General
   _____Vocational

10. Vocational courses taken: (check number of years enrolled)
    Agriculture 1_____, 2_____, 3_____, 4_____
    Home Economics 1_____, 2_____, 3_____, 4_____
    Distributive Education 1_____, 2_____, 3_____, 4_____
    Office Education 1_____, 2_____, 3_____, 4_____
    Trade & Industrial Education 1_____, 2_____, 3_____, 4_____
    Industrial Arts 1_____, 2_____, 3_____, 4_____

11. In general, what were your feelings toward high school? (check one)
    _____Liked very much
    _____Liked
    _____Disliked
    _____Disliked very much
    Comments:_____
    _____

12. Of all the things that made up your life in high school (courses, activities, friends, athletics, etc.) what did you like the most?
    _____
    _____
    What did you like the least?_____
    _____
    What courses did you like the most?_____
    _____
    What courses did you like the least?_____
    _____

13. Why did you choose the elective courses you took in high school?
    _____
    _____

14. Did you ever discuss your choice of courses with a guidance counselor? _____Yes, _____No. If yes, how helpful do you think these discussions were? (check one)
    _____Very helpful
    _____Helpful
    _____Not helpful

15. If you were talking with a young person just starting to high school, would you suggest that he (she) take the courses you took?
    _____Yes, _____No. If No, what courses would you suggest?
    _____
    _____

16. When you were in high school, did you have a group of friends you usually did things with (such as eat lunch, go to athletic events, movies, etc.)? _____Yes, _____No
If Yes, did they take the same courses you did? _____Yes, _____No
If Yes, did you ever feel that students who took other courses were in some ways different from you and your friends?
_____Yes, _____No.

17. Did you ever feel that other students or teachers "looked down" on you because of the courses you took? _____Yes, _____No.

18. Do you think it was harder to take part in school activities because of the courses you took? _____Yes, _____No.

19. Did you feel you were really a part of the school? _____Yes, _____No.

20. Did any of your high school courses help you when you started to look for a job? _____Yes, _____No.
If Yes, list specific courses:_____
_____

21. How much effort do you think your high school made to prepare you to get a job after graduation? (check one)
_____A great deal of effort
_____Some effort
_____Little effort
_____No effort at all

22. How hard did you study (apply yourself) in high school to get the training necessary to be able to get a job? (check one)
_____Very hard
_____Hard
_____As much as the average student
_____Little
_____Not much at all

23. When you were in high school, what kind of job did you hope to get when you graduated?_____

24. Did you ever discuss your job plans with a guidance counselor?
_____Yes, _____No. If Yes, were these talks of long range help?
_____Yes, _____No.

25. Which do you think is more important in getting ahead, hard work___ or good luck____? Comments:_____

26. If someone were to offer you two jobs, one a secure job with an adequate income, the other not so secure but with more opportunity for advancement, which one would you take? _____Security, _____Opportunity. Comments:_____
_____

27. Of the jobs you think you could handle, what kind would you like most to have right now?_____

28. If things go well for you, what do you think you will be doing five years from now? (check one)
_____Working in same job I now have
_____Working with same company but in a better job
_____Working for another company in a better job
_____Going back to school
_____Other (specify)_____

In five years, how much money per year do you think and and/or your family will have to live on each year? (check those that apply)

(My Income)	(Spouse's Income)
_____Less than $2,000	_____Less than $2,000
_____$2,000 to $3,999	_____$2,000 to $3,999
_____$4,000 to $5,999	_____$4,000 to $5,999
_____$6,000 to $7,999	_____$6,000 to $7,999
_____$8,000 to $9,999	_____$8,000 to $9,999
_____Over $10,000	_____Over $10,000

PART III. POST HIGH SCHOOL EDUCATION OR TRAINING

Complete this section if you have attended any type of schooling since high school graduation. If you have not attended a post high school institution, go on to Part IV.

29. Kind of post high school institution attended: (check all that apply)
_____College of University
_____Vocationa-Technical School
_____Business College
_____Junior College
_____Beauty School
_____Barber College
_____Other (specify)_____

30. Training program or course of study (specify):_____
_____

31. Dates attended (month and year): Began_____, Ended_____

32. Did you complete the program? _____Yes, _____No. If No, how much of the program did you complete?_____
Reasons for leaving:_____

33. Your training was sponsored by (check one):
_____Parents
_____Yourself
_____The company you work for
_____Other (specify)_____

34. How beneficial were your high school courses in learning the new skills required in your training program? (check one)
_____Of considerable benefit
_____Of some benefit
_____Of little benefit
_____Of no benefit
List specific courses, if any, that were helpful:_____
_____

PART IV. MILITARY SERVICE

Complete this section if you have served in the armed forces since high school graduation. If you have not been in military service, go on to Part V.

35. Branch of military service. (check one)
_____Army
_____Air Force
_____Navy
_____Marines
_____Coast Guard

36. Rank when entering service:_____; when leaving service _____.

37. Did you receive specialized training? _____Yes, _____No.
If yes, type or kind of training:_____
Other training received_____

38. How helpful were your high school courses in your military training?
_____Of considerable help
_____Of some help
_____Of little help
_____Of no help
List specific courses, if any, that were helpful:_____
_____

39. How well did your high school courses prepare you for your job in the military service? Place a check in the box after each of the skill areas below which best describes the degree to which you were prepared.

Skill Areas	Very Well Pre-pared	Well Pre-pared	Moder-ately Pre-pared	Poorly Pre-pared	Not Pre-pared	Does Not Apply
Use of machines and equipment						
Job skills						
Mathematics skills						
Science skills						
Communication skills						

PART V. EMPLOYMENT EXPERIENCES

43. What is your employment status at the present time? (check one)
_____Employed
_____Employed part-time
_____Not employed
_____Homemaker

In this section, we would like to contrast various aspects of your present job (if you are employed) with the first full-time job you held after high school graduation. If you have held only one job during that time, answer the questions for it.

44. What is (was) your job title?
Present job:_____
First job:_____

45. When were you hired? (month and year)
Present job:_____
First job:_____
When did you leave your first job? (month and year)_____

46. On the average, how many hours per week do (did) you work?
Present job:_____
First job:_____

47. How helpful was your high school training in preparing for your:

Present Job	First Job
_____Very helpful	_____Very helpful
_____Of some help	_____Of some help
_____Of little help	_____Of little help
_____Of no help	_____Of no help

List the courses, if any, that benefitted you most:
Present job: _____
First job: _____

Place a check in the box below after each of the skill areas which best described the degree to which these courses prepared you for your job: (Pr. = present job, 1st - first job)

Skill Areas	Very Well Prepared		Well Prepared		Moderately Prepared		Poorly Prepared		Not Prepared	
	Pr.	1st	Pr.	1st	Pr.	1st	Pr.	1st	Pr.	1st
Use of machines and equipment										
Job skills										
Mathematics skills										
Science skills										
Communication skills										
Job interview skills										

48. How far from your home town is (was) your job?

Present Job	First Job	
_____	_____	In home town or community
_____	_____	Within 50 miles
_____	_____	50 to 100 miles
_____	_____	More than 100 miles
_____	_____	In another state

49. How did you locate your job?

Present job	First job	
_____	_____	Through the school counselor
_____	_____	Through the school placement office
_____	_____	Through the vocational teacher
_____	_____	Through another teacher or the principal
_____	_____	Through a friend or relative
_____	_____	By direct application to the business
_____	_____	Through a private employment agency
_____	_____	Through the state employment agency
_____	_____	Through a newspaper advertisement
_____	_____	Other (indicate)_____

50. What is (was) your average weekly salary?
Present job: Starting salary $_____; Present salary$_____
First job: Starting salary $_____; Present salary $_____

51. How satisfied are (were) you with the following areas of your job? (Pr. = present job; 1st - first job)

	Very Satisfied		Satisfied		Dis-satisfied		Very Dis-satisfied	
	Pr.	1st	Pr.	1st	Pr.	1st	Pr.	1st
Work								
Pay								
Promotion possibilities								
Supervision								
People (co-workers)								
Working conditions								
Fringe benefits								

52. What was the reason for leaving your first job?_____
_____

53. Other than the two jobs analyzed above, have you held other jobs since high school graduation? _____Yes, _____No.

If yes, please fill in the job record below for the jobs held other than those already described:

Job Title	Period of Employment (month & year) Began	Ended	Weekly Salary Beginning	Ending	Reason for Leaving

54. Since high school graduation, have you experienced periods of unemployment of more than three months duration? Yes_____, No_____.

55. What suggestions would you make to your high school and/or post high school institution (if you attended one) concerning improvements in training problems?

A. High School:

B. Post High School Institution: